

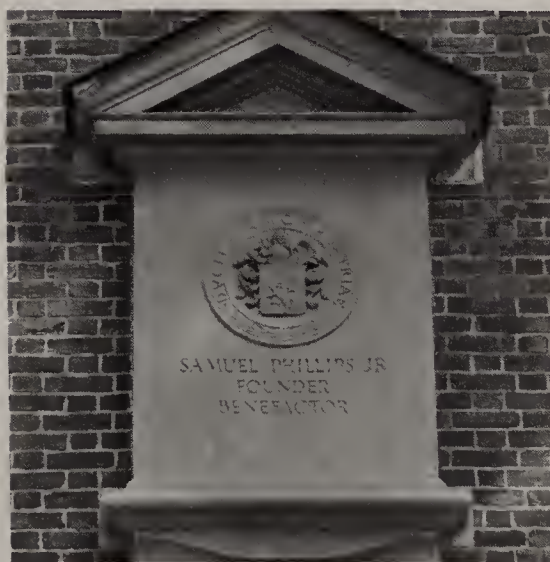
# THE ANDOVER SUMMER SESSION 1985





# The Andover Summer Session 1985

June 27–August 8



Donald W. McNemar, *Headmaster*  
Phyllis W. Powell, *Director*  
David B. Pottle, *Assistant Director*  
Jean C. McKee, *Director of Admissions*  
Miranda Johnson, *Dean of Students*  
Emilio M. Mozo, *Dean of Students*

Phillips Academy  
Andover, Massachusetts  
(617) 475-3400 x 170





## CONTENTS

5	Introduction to Andover
13	Academic Credit
12	Academic Requirements
13	Academic Standards
9	Admissions
16	Afternoon Activities
21	Intensive Studio Art
38	Chamber Music Program
19	Tuesday Colloquia
17	College Counseling
12	Course Selection
16	Daily Schedule
8	Discipline
7	Dormitory Life
12	Drawing Accounts
15	Dress
17	Encounter Program
11	Expenses (Tuition, Board & Room)
12	Grades
15	Homework
18	Medical Care
45	OCEANS Program
15	Off-Campus Excuses
17	Off-Campus Trips & Tours
18	Religious Services
11	Scholarships
16	School Meeting Time
15	Student Work Program
6	The Andover Summer Session
19	The Winter Session
21	Course Descriptions, majors
49	Course Descriptions, minors
69-79	The Students of 1984
80-82	The Faculty of 1984
83	Enrollment and Geographical Distribution
84-85	Campus Map & Index of Buildings
86	Andover Area Map & Travel to Andover
87	Index of Courses
88	General Index
89-97	Application Forms and Envelope Application Postal Cards (on back cover)







## **Andover**

Phillips Academy, usually called Andover, is the oldest incorporated boarding school in the nation, now in its 207th year. From its beginning the Academy has been open to youths from all sections of the country and from abroad, seeking always to develop in its students sound scholarship, character, and self-reliance in a tradition of national service and devotion to democratic ideals.

The buildings and facilities of the Academy, located on 450 acres of landscaped campus, are uncommonly varied and beautiful, even among preparatory schools and indeed among most colleges. Particularly outstanding are the Addison Gallery of American Art, the Peabody Museum of Archaeology, the Moncrieff Cochran Sanctuary, the Arts and Communications Center, the 101,000-volume Oliver Wendell Holmes Library, and the impressive athletic complex. In addition, Andover's six classroom buildings lend their own special charm to the campus: Charles Bulfinch Hall (English), Thomas Evans Hall (Sciences), William B. Graves Hall (Music), Samuel F. B. Morse Hall (Mathematics), Eliphalet Pearson Hall (Classics), and Samuel Phillips Hall (History and Modern Foreign Languages).

The Town of Andover, Massachusetts, incorporated in 1646, is an attractive elm-shaded community twenty-five miles north of Boston and about the same distance west from Salem, Gloucester, and the sea. Both the town and the Academy are rich in history. Judge Samuel Phillips, the Academy's founder, and Eliphalet Pearson, its first master, worked together manufacturing gunpowder for the Revolutionary forces before they turned to the building of a school. George Washington, a close friend of Samuel Phillips and a frequent visitor to Andover, sent his nephews to the Academy. In 1789, when President of the United States, he held a reception on horseback for the students and townspeople on the Old Training Field. Paul Revere engraved the school seal; John Hancock was the signer of its charter. As a seminarian at Andover, Samuel Smith wrote the words of *My Country 'Tis of Thee* in one of the Academy buildings, now called America House. Harriet Beecher Stowe lived and worked for many years on Andover Hill and is buried in the Academy cemetery.



### **The Andover Summer Session**

The teaching faculty of the Summer Session constitute a group of men and women from Phillips Academy and other distinguished schools and colleges, who have been selected for their teaching excellence. They are invited to offer courses which will challenge and extend the intellectual, aesthetic, and ethical interests of able students from public and private secondary schools. All courses demand rigorous application, while many offer subjects or approaches rarely found in the conventional high school curriculum. Average class size is 13.

Students may choose a course or courses that enable them to explore fields in which they have already demonstrated competence, or they may choose to begin work in a new field. Applicants should take note that the Summer Session's courses are for strongly motivated students. Given the professional qualifications of the instructors and the high caliber of the students, all courses proceed rapidly and probe deeply; the advanced courses are conducted at the Advanced Placement college level.

One of the most pleasant and beneficial experiences of the Summer Session is living and working with other students, who represent an extraordinary diversity of geography, religion, race, and economic circumstances. In 1984 the 864 students (416 boys and 448 girls) came from 47 states, the District of Columbia, two U.S. Territories and 17 foreign countries; 23 percent were granted full or partial scholarships.



## **Dormitory Life**

Summer Session "graduates" invariably point to their dormitory experience as a source of learning and enjoyment. Students, who will within a year or two have to make the adjustment to living on a college or university campus, learn through dormitory life at Andover to respect the rights of others. Equally importantly, they learn how to set priorities for work and play. The combination of one Major course and one Minor means that each student spends three hours per day in the classroom six days a week with an equal or greater number of hours spent in daily preparation, usually in the dormitory, but often in the Library, Art Studios, or Theatre.

To assist students in this living and learning experience, each dormitory is staffed by a House Counselor, an adult whose sensitivity to student concerns is balanced with a commitment to maintaining an atmosphere in which hard work can be performed effectively. Teaching Assistants augment the adult presence in the larger dormitories.

Since living closely with other young people of widely differing backgrounds is one of the most rewarding experiences of the Andover Summer Session, requests for friends as roommates are not honored.

House Counselors take the time to learn about each of their students, look after their welfare, stay abreast of their activities, and act as their advisors. They write reports on their overall performance at the end of the Session.

Unlike grades and Teachers' Reports, House Counselor Reports are not part of the students' Summer Session transcript; House Counselor Reports are only for the information of parents.





### **Individual Responsibility and Discipline**

The Summer Session assumes that students come for a serious purpose and that they will thus meet all school appointments and observe study hours. Students are expected to conduct themselves honorably and with decorum in all their affairs and to take responsibility for their own actions whether or not they are explicitly covered by the rules. All students are expected to follow certain procedures for signing in and out of the dormitory and for leaving the campus. Students may not gamble nor purchase, possess, or use alcohol, drugs, or drug paraphernalia. With parental permission students may smoke, but only in their own rooms; and they may not drive an automobile or motorcycle, nor ride in a private car without permission from one of the Deans.

Students who show themselves unwilling to conform to the rules or the spirit of the Summer Session, who neglect their work, who commit plagiarism, or who are believed to jeopardize the welfare of others are dismissed.



## **Admissions**

The Admissions Committee looks for evidence that the applicant has the intellectual ability, the industry, and the character to make the most of the Summer Session opportunity. The Committee expects the applicant to have a strong school record and a serious desire to spend the summer in challenging, disciplined study. For this reason we do not permit weddings or other family functions to interfere with classes, which are held six days a week.

The Summer Session accepts academically qualified boys and girls who have completed the tenth, eleventh, or twelfth grades; ninth graders are not usually accepted. The curriculum, the social environment, and the college services are geared to the older students. Consequently, while ninth graders are eligible for admission to the Summer Session, we give preference to the older students, and we encourage ninth graders to put off their applications for a year or so, if at all possible.

As a general rule, those who have attended the Andover Summer Session once are not eligible to attend a second time. Our policy is to open the experience to as many boys and girls as we possibly can, and we think it is sound advice to students to seek different experiences every summer.

## **Application Envelope**

All application material—the recommendations, the school report, the transcript, the autobiographical statement, together with the application form itself—must be placed in the tear-out envelope provided in the back of the catalog and mailed to the Andover Summer Session. Mailing the application material in any other way than in the single package results in serious delay for that application and may even jeopardize the applicant's chances for acceptance.



## Application Forms

Four tear-out application forms are provided in the back of the catalog: *Form 1* (the student application) to be filled out by the student and signed by a parent; *Form 2* (the school report) to be filled out by the school counselor, placed in an envelope provided by the student, sealed and signed across the seal by the counselor, and collected by the student, who will then enclose it, together with the other application material, in the application envelope provided in the back of the catalog; and *Forms 3 and 4* (two teacher recommendations) to be filled out by two of the student's instructors and handled in precisely the same way as the school report. In addition, the student must provide an *autobiographical statement* (directions on the back of Form 1) and a *transcript* from his or her school (must include *current year grades*). All material should be mailed together in one package. Please be certain that the \$20 application fee is enclosed.

## When to Apply

Students should apply immediately after receiving the 1985 catalog in January or February. There is no application deadline in the usual sense of the term. However, applications which arrive later than March 1 are often too late for applicants to get their first or second choices of courses or too late for any place except on a waiting list—at best an uncertain prospect for admission.

All four application forms and the student's autobiographical statement are very important in the admissions process. *The question of admittance cannot be determined until all application material has been received; and since the capacity of the Summer Session is limited, early application is necessary to avoid disappointment.*







### **Tuition, Board, and Room**

The \$1950 charge for boarding students includes tuition, board, and room. The day student charge of \$1400 covers tuition, all meals, and a place to study in a dormitory. Within two weeks of acceptance, the student pays a non-refundable \$300 deposit, credited toward the tuition charge. To ensure the student's admission the balance is due on or before May 30. All checks should be made payable to the Trustees of Phillips Academy.

In accordance with Summer Session policy, a student cannot be registered until his bill is paid, and no refund is made of the deposit or of the tuition itself to the student who withdraws or is dismissed.

### **Scholarships**

The Summer Session actively seeks qualified young people whose economic circumstances would make a long-term stay in private school prohibitively expensive. For such students a six-week summer academic experience at Andover may provide the skills and self-discipline essential to success in college or career.

Since we do not want any qualified student to be denied the opportunity of attending the Summer Session merely because of his or her inability to pay, partial and full scholarships are awarded according to financial need, which is determined by computation based upon the parents' income and not upon academic performance. Given the fact that our funds are limited, in fairness to everyone, we ask that students apply for scholarship aid only if they cannot attend the Summer Session without it. Our limited funds also preclude our offering scholarship aid to foreign students. Early application is absolutely necessary for those requiring financial aid. All application forms, including the Financial Aid form, must be received no later than March 1; and since a Financial Aid form is not sent automatically, please call or write for it.

### **Drawing Accounts**

A drawing account in the Treasurer's Office is the best way for students to handle their "spending money." A separate check for such an account should be made payable to the Trustees of Phillips Academy and mailed in before June 1st.

Students who wish to live as simply as possible should not find expenditures for textbooks and extras in excess of \$250. (For greater expenses, see Trips and Tours.)

### **Academic Requirements Majors and Minors**

The course load for each student is 18 hours of class work a week (three hours a day in the classroom, six days a week). The requirement is fulfilled by taking either a 12-hour Major course and a 6-hour Minor or by taking one 18-hour course. Since, in general, up to one and a half hours of preparation is assumed for each hour of class meeting, most students, even highly able ones, find their hands full with the 18-hour program. Exceptions: By their special nature, the Chamber Music Program and Intensive Studio Art require 24 hours a week in the classroom.

### **Selecting Courses**

Students should select their courses with care, noting any prerequisites, and they should list alternate choices in order of preference. It is important that our applicants understand that, despite our best efforts, it is sometimes necessary for them to accept their second or third choices of courses: on the one hand, the Summer Session reserves the right to withdraw any course that fails to attract a sufficient enrollment; and conversely, many courses simply fill up very quickly, and often it is not possible to offer multiple sections of the most popular subjects.

### **Grades**

Grades are given in all summer courses on the regular Phillips Academy scale of zero through six. Translation of our scale is shown below:

6 High Honors	100-93
5 Low Honors	92-85
4 Good	84-77
3 Satisfactory	76-69
2 Passing	68-60
1 Failure	Below 60
0 Low Failure	Below 40







### **Academic Standards**

The standards for evaluating a student's performance in the Andover Summer Session are the same as for those who attend Phillips Academy in the wintertime. The student should, therefore, be forewarned that what passes for excellence in many schools may be only average here. To study at Andover is, in large measure, to compete with some of the most able minds of one's generation.

### **Academic Credit**

Students seeking academic credit for summer study should make arrangements in advance with their own schools. Since many courses do not cover the material in standard curricula, they may not fulfill the requirements of the student's home school. Applicants must, therefore, check to see what their schools will accept.

We recommend that schools give equivalent credit for any of our Summer Session courses in which students earn a grade of 3 or better; the higher the grade, the more enthusiastic our recommendation.

Upon request, the Summer Session gladly forwards grades and a copy of the teachers' final comments. There is a charge of \$2.00 for each request after the first.

### **Chamber Music Program**

The Andover Summer Session offers a special opportunity for musically talented students in a Chamber Music Program. The program provides individual instruction, ensemble work, a chamber orchestra, and chorus involving all combinations of voice, piano, strings, woodwinds, and brass instruments.



Music students are an integral part of the Andover Summer Session—class hours, afternoon activities and mealtimes, for example, are the same for music participants as for all other students. For more information, please see pages 38 and 39.

### **Music Lessons**

For those who do not participate in the Chamber Music Program, but would like to study music during the summer, private lessons on nearly every instrument of a Chamber Music Orchestra, as well as on guitar and some instruments used only in symphonic music, are available on a non-credit basis for an additional fee.

Please note that music and voice lessons are not Major or Minor courses, nor are they taken in lieu of courses. Music lessons are extracurricular, individual, and private.



- Intensive Studio Art** The Summer Session also offers a special program for promising students of the Visual Arts. This unusual opportunity provides an intensive and thorough preparation for Advanced Placement portfolios in Ceramics, Photography, Painting, Printmaking, and Sculpture.
- Intensive Studio Art students have the same daily schedule as the rest of the student body, but their academic work is singularly and exclusively in the field of art. See p. 21 for more information.
- Off-Campus Excuses** With written permission from their parents and from the Summer Session, students may (except on the first weekend) leave campus on Saturday or Wednesday afternoon or on Sunday, or they may make a weekend overnight visit (Saturday night) to their own home or to a friend's. Overnight Excuses expire at 8:00 p.m. Sunday, Day Excuses at 8:00 p.m. on the day of the excuse. No off-campus excuse, whether with or without parents, may interfere with the student's responsibility to attend every class, Monday through Saturday.
- The Work Program** The Academy continues to maintain its tradition of service and individual self-reliance, and it firmly believes in the value and dignity of productive labor in concert with one's peers. Consequently, students are expected to participate in a work program designed to maintain a healthy standard of living in the dormitories, and students must also take a brief turn at scullery duty in the kitchen and dining hall.
- Dress** Dress is informal, but students are expected to be clean and neat. Boys and girls wear pretty much what they please; and although coats, ties, and dresses continue to appear, there is no dress code.
- Study Hours** There are many short periods in the daily schedule when students can study, but the bulk of their "homework" is customarily accomplished in the evenings after 8:00. Whether studying in their dormitories, the Library, the Photo or Language Laboratory, the Art Studio, or wherever, students are required to keep these evening hours quiet and in every way conducive to study.

## The Daily Schedule

7:15	Breakfast
8:00—10:00	Major course Classes
10:00—10:30	School Meeting
10:30—11:42	Minor course Classes*
11:47—12:59	Minor course Classes*
11:30— 1:30	Lunch
1:35— 2:55	College Rap Sessions**
3:05— 5:05	Afternoon Activities**
5:00— 6:30	Dinner
8:00	Evening Study begins
10:00	Students in their dorms
11:00	Students in own room

\*No Minor Course classes on Wednesdays

\*\*Not applicable on Wednesday and Saturday

## School Meeting Time

The daily school meeting from 10:00 to 10:30 a.m. is intended to be a morning break for students and faculty alike and is usually spent in informal talk over coffee, milk, and cookies, although often it is also the occasion for school announcements or entertainment.

## Afternoon Activities

The Summer Session has a strong instructional and recreational program. Such activities as basketball, tennis, swimming, soccer, styxball (a coed cross between boys' and girls' lacrosse), softball, volleyball, weight training, ballet, aerobics, modern dance, physical fitness and squash are offered. The numerous Academy playing fields and tennis courts, the gymnasium, and the six-lane swimming pool with separate diving pool provide excellent facilities for both scheduled and informal sports.

Of additional interest are a number of activities not always available in secondary schools. Some of the most popular are cycling, fencing, karate, running, jogging, and water polo. See also "Encounter," page 17.





**Encounter**

In recent years, the Summer Session has developed an outdoor education program called Encounter, which is available as an afternoon activity. It is directed and conducted by outdoor specialists who work with similar programs throughout the year. In general, Encounter is a series of physical and psychological challenges—compass-bearing hiking, rock climbing, rappelling, canoeing, and obstacle course maneuvers—in short, physical activities requiring a balanced combination of individual initiative and group cooperation. Past popularity requires that Encounter be given twice, in three-week segments, to allow the largest possible enrollment.

Students who exhibit adequate talent and maturity may, with the approval of their Encounter directors, occasionally participate in a weekend Wilderness Trail hiking trip. These special trips are under the direction of the Encounter Program and cost the student \$40.00 in extra expenses.

**College Counseling**

A special feature of the Andover Summer Session is the services of a full-time College Counselor who arranges for trips to colleges and universities (with guided tours but not individual interviews) and also schedules meetings on the Andover campus with college representatives. The on-campus meetings are called College Rap Sessions and occur four days a week from 1:35 to 2:55 p.m. Students can thus meet, listen to, and question many college representatives in the course of the session.

**Trips and Tours**

Special trips and tours offer travel to Red Sox baseball games, the beach on Sundays, nearby college campuses, whale watching off Portsmouth, N.H., Tanglewood concerts, etc.

Sunday beach trips are partially supported by the Summer Session and cost the student \$6.00 per trip, but the full expense of the other special trips is passed on to the students at prices that cover all costs. Those availing themselves of several such opportunities may well need more than the usual \$250 to cover minimal expenditures.





### **Health Supervision and Medical Expenses**

The Isham Infirmary of Phillips Academy is licensed by the Commonwealth of Massachusetts. Graduate nurses are on duty at all times, and in addition to usual office hours a physician is always on call. All minor illnesses and injuries are treated at Isham by the infirmary staff. Parents are responsible for the cost of outpatient surgery, medical consultations, prescription drugs, dental care, X-rays, special laboratory tests, and orthopedic appliances. Daily charges are made when a student is admitted to Isham. Laboratory services are provided by Bon Secours Hospital in nearby Methuen on specimens delivered there. A family medical insurance policy will meet most in-patient charges at Isham, and a low-cost voluntary medical insurance plan, which supplements but does not duplicate the family coverage, is offered to all students. Full details are sent after acceptance. Students accepted in the Summer Session are not required to have routine physical examinations if they are in good health. A medical questionnaire to parents is provided for a record of current immunizations and parental consent for treatment. If significant health problems or hazards, such as allergies, exist, they **MUST** be reported and accompanied by current evaluation and recommendations by the appropriate physicians.

### **Religion**

Protestant churches of several denominations, a Roman Catholic church, and a Jewish Reform temple in the town of Andover welcome students of the Summer Session for worship; and both Christian and Jewish services are also held by the respective Chaplains in the Academy's Cochran and Kemper chapels every week.



**Tuesday Colloquia**

Faculty members organize and lead weekly colloquia on contemporary socio-ethical issues. These meetings, held Tuesday evenings from 6:45 to 7:45 p.m., feature speakers and/or movies to prompt a focused debate on a controversial event or attitude. Brief discussion follows each presentation. The colloquia are open to all who wish to attend.

**Winter Session**

The Andover Summer Session is not a stepping stone toward admission to the regular academic year at Phillips Academy. The latter has an application deadline of February 1 and an admissions deadline of March 10. Hence, there is no way for a student to go from the Summer Session to the regular session in the fall of the same year. A Summer Session student may, however, apply for the following year. Those interested in attending the regular session should contact the Director of Admissions, Phillips Academy, Andover, MA 01810 (617) 475-3400 x 196.







# Description of Courses

## Major Courses

### THE VISUAL ARTS

#### **Intensive Studio Art** *24 Hours*

This program is designed for the very serious student who is eager to explore many possibilities in visual media and expression. Students devote 18 hours per week to basic visual studies: 2-D design, drawing, photography, 3-D design and painting. This study is enhanced through the use of computer graphics. An additional 10 hours per week are spent concentrating on one of 5 studio areas: sculpture, printmaking, photography, ceramics or painting. Visits to Boston art collections supplement the studio program. There is a \$50 fee for materials.

#### **Facilities**

- The Ceramics Studio is furnished with 13 wheels, several kilns for many types of firing both stoneware and porcelain, and chemicals and equipment for making one's own glazes.
- The Sculpture Studio is equipped for working in metal (brazing and welding), plastics, wood, plaster, and mixed media such as kinetics.
- The Printshop provides for most methods of intaglio, relief, collograph, and silkscreen including the photographic processes.
- The Photography Labs offer twelve professional enlargers and corresponding equipment for chemicals.
- Several computers are available for a wide variety of computer graphics techniques.
- All resources of Phillips Academy's Addison Gallery of American Art, Audio-Visual Center, and the Oliver Wendell Holmes Library are available in addition to weekly visits to Boston museums and galleries.

#### **Advanced Placement**

Intensive Studio Art is an excellent opportunity for the ambitious student to develop a portfolio for Advanced Placement in Studio Art, which of course can lead to advanced standing, credit in many liberal arts colleges and art schools, and bypassing freshman foundation courses.

#### **Admissions Portfolio**

The program welcomes applications from both students with little previous studio training, and also those who are more experienced. Applicants should submit one or both of the following along with the Summer Session application (Form 1 and Autobiographical Statement):

- a) an expressive self-portrait in any 2-D medium, but not exceeding 8½ x 11"
- b) slides or photographs of at least 5 examples of art work

The application portfolio will be returned only if accompanied by a return envelope with postage. The school cannot accept responsibility for loss or damage, however.

## MAJOR COURSES

### DRAMA AND RADIO

#### **Play Production Workshop** *18 Hours*

The major objective of Play Production is to learn by doing. Classes involve voice and movement exercises, theatre games, improvisations, and character analysis through monologue and scene study. Evening study is devoted to rehearsal and crew work for major productions. Formal instruction is also devoted to setting, lighting, costumes, props, makeup, and sound. Initial lectures and discussion are concerned with theatre history and production procedures. Students are required to participate in both the dramatic and technical aspects of theatre. The class functions very much like a theatre company, being totally responsible for technical and dramatic performance as well as programs, publicity, and stage and shop upkeep.

#### **Radio Production** *18 Hours*

This course combines practical broadcasting and production techniques with knowledge of the communications industry and its place in our busy lives. Topics covered include propaganda, freedom of speech, international communication systems, and music industry politics. Students produce a variety of programs for the Andover listening audience, including music, news, interviews, and comedy, which are broadcast on station WPAA.

Students should be prepared to put in long, but most enjoyable hours, and should have a desire to understand all the elements involved in radio broadcasting. The course is highlighted by films, guest lectures, and a field trip to a Boston area radio station. Students should bring some kind of AM/FM radio — and records, if they so desire.





## MAJOR COURSES

### ENGLISH

#### *Writing Program*

#### **Competence in Reading and Writing**

*12 Hours*

This course is designed to help students achieve a thorough mastery of essential skills. Topics include recognition and use of the basic elements of a sentence, sentence patterns, punctuation, paragraph development and coherence, and the composition of a unified exposition. The course encourages the acquisition of important reading skills in conjunction with the study of writing. Passages that have been composed by skillful writers are evaluated for their particular strengths: organization, logic, point of view, tone, diction, transitional devices. Overall the emphasis is on the student's grasping first the literal level of a text, then seeking the more sophisticated levels.



## MAJOR COURSES

### **Creative Writing** *12 Hours*

Open to those who wish to write short stories and poetry, the course emphasizes fundamental techniques in good writing ranging from figurative language to plot structure. The students explore the works of published writers in great detail, concentrating in particular on the problems and solutions which these works illustrate. Students can expect to write almost every night and sometimes in class. Writing assignments are designed to introduce the students to new ideas in writing and to break down barriers young writers frequently have. Much of every class is devoted to discussion of student work and group readings. Though the reading and writing in this course is very intense, the atmosphere is necessarily rather informal and forgiving. Prerequisites are a mastery of basic writing skills, some experience with poetry or fiction, a serious attitude about writing as a discipline and an art, and finally a profound interest in having a good time.

### **Newspaper Production** *12 Hours*

This course encompasses every facet of newspaper production. Students learn how to conduct interviews, write stories, typeset stories on a computer typesetter, lay out copy and print the final product at a professional printer. The course is conducted as a workshop, functioning much the same way a small newspaper would. At least three 10-page issues are produced. A superior newspaper facility located on campus enables students to get first-hand experience with newspapers in an educational environment.





## MAJOR COURSES



At the beginning of the session considerable time is devoted to writing and interviewing techniques. Time is also set aside for three trips to *The Lawrence Eagle Tribune*. These trips consist of touring a modern newspaper facility, talking with the executive editor, and following and observing a professional reporter for a day.

Books: *All the President's Men* — Woodward and Bernstein

*The Powers That Be* — Halberstam

Films: "All The President's Men," "The Business of Newspapers," "The Sheppard Case," "Journalism: Mirror, Mirror on the World?"

## MAJOR COURSES



### **English as a Second Language** *18 Hours*

The ESL Program is divided into different levels. On the first day of classes students are tested diagnostically and placed according to their degree of fluency. The Major course (two hours in the classroom per day) stresses four major skills: listening, speaking, reading, and writing. The Minor courses (each approximately an hour per day) focus on special needs or interests of individual students: reading laboratory, advanced writing skills, research paper, oral interview, etc. Students are required to speak nothing but English.

In the ESL Program, all students must take at least 12 hours of ESL (Major) per week. Those who wish to, and who are sufficiently fluent, may take a Minor other than an ESL Minor; those who wish to take an ESL Minor *and* another Minor for a 24-hour course load may also do so. A foreign student who elects another Minor should indicate his/her four preferences on Form 1.

The course is highlighted by cultural features which include films, discussions, and an International Dinner. The Institutional TOEFL will be administered at the beginning of the summer and again at the end of the summer to all students.



## MAJOR COURSES

### **Modern European and American Fiction**

*12 Hours*

#### *Literature*

This is a reading course. There are papers and quizzes, but most of the students' time is spent in reading and discussing works of modern fiction that have been chosen for their power, humor, or style. These works include novels and short stories by the authors listed below. The course does not attempt to place a single interpretation on such a wide range of writers and their work, but rather to discover their characteristic strengths (and sometimes their weaknesses) and to determine the techniques and concerns that make them important. The course develops analytic and, to a lesser extent, expository skills, and helps each student to work out his or her own criteria for the intelligent enjoyment of literature.

Readings include selected works by Conrad, Joyce, Lawrence, Woolf, Faulkner, Hemingway, Fitzgerald, Kafka, Camus, Eliot, Auden, Albee, and Solzhenitsyn.

### **The Literature of the Bizarre, the Grotesque, and the Macabre**

*12 Hours*

This course explores works of literature that shed light on the shadowy forms that lurk in the back of the mind. How do taboos come into being? Why are they so powerful? Students are urged to question why certain images are disturbing, and to consider the ways in which authors manipulate upsetting symbols in order to convey their messages.

One of the goals of the course will be the development and refinement of basic writing skills. Students will write frequent essays in and out of class, in an effort to master proper reasoning and argumentation with respect to works of literature.

Course readings include works by Freud, Sophocles, Hawthorne, Melville, Crane, Conrad, Faulkner, and Edgar Allen Poe.

### **Beyond Competence: Close Reading and Persuasive Writing**

*12 Hours*

This course is designed for the advanced English student, one who feels that he or she has the rudiments of writing under control and who wants to develop greater sophistication in both interpretation and composition. The work we do not only helps prepare the student for the Advanced Placement examination in English, but also introduces him or her to college-level material. Drawn from a wide range of genres and organized by theme rather than chronology, the reading includes European as well as British and American works. Some basic literary theory is also offered.

In the belief that strong opinions lead to persuasive writing, spirited and controversial discussions are encouraged. Frequent short essays, written both in and out of class, help refine the student's argumentation while special attention is given to developing the student's own writing style.

Readings include such authors as Fyodor Dostoevsky, Sophocles, Eugene O'Neill, William Shakespeare, Jean Paul Sartre, and Flannery O'Connor.



## MAJOR COURSES

### HISTORY, ECONOMICS, AND POLITICS

**American History  
via the Novel**  
*12 Hours*

The course offers a study of American social history through the medium of classic American novels written during one hundred years of national growth and of people striving to achieve the American dream. Literary giants put flesh and blood into themes and issues in the American scene from the time of Jackson to World War II, 1840 to 1940.

Readings include *The Way West*, Guthrie; *Huckleberry Finn*, Twain; *My Antonia*, Cather; *Uncle Tom's Cabin*, Stowe; *The Jungle*, Sinclair; *Main Street*, Lewis; *The Great Gatsby*, Fitzgerald; *Grapes of Wrath*, Steinbeck. Pertinent essays by historians provide background for each novel. Students write critical analyses, character sketches, and topical essays.





## MAJOR COURSES

### **Colonial History and the American Revolution**

*12 Hours*

Early American history at its most interesting, compelling level; namely, the rich, detailed, colonial setting of the Revolutionary War and the background and achievements of that great conflict, including the social and ideological aspects as well as the political and military events.

Reading, written work, and classroom discussion are all emphasized in the use of both primary and secondary sources. Field trips to historical sites in the "Cradle of Liberty" include such places as Plymouth Colony (a restored replica of the original colony), Old Sturbridge Village (with a representation of every aspect of late colonial village life), and the Saugus Iron Works (a restored colonial foundry). There are also trips to Boston to walk the Freedom Trail to see the site of the Boston Massacre, the Old North Church, Paul Revere's house, etc., and even to the spot of "the shot heard 'round the world."

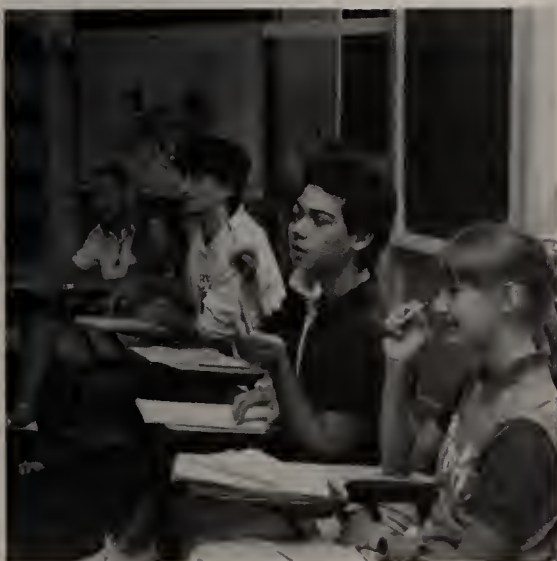
### **European History through Biography**

*12 Hours*

This course presents modern European history through the lives of the extraordinary men and women who have dominated the European scene. The course begins with the great monarchs of the eighteenth century: the brilliant and ruthless reign of the Empress Catherine the Great of Russia, the military genius of Frederick the Great of Prussia, the splendor of the French court of Louis XV and his mistresses.

The leaders of the French Revolution are compared and discussed, and special attention is devoted to Napoleon Bonaparte. The coverage of the nineteenth century includes Metternich's "Congress of Europe" and Bismarck's German Empire of "Blood and Iron." For the twentieth century, an attempt is made to comprehend such "evil geniuses" as Hitler and Stalin. European intellectual giants, such as Darwin, Marx, Wagner, and Freud, are also discussed.

A large number of other men and women are treated in varying depth and detail. The influence of great individuals on their times is analyzed and evaluated. The course also serves as a comprehensive introduction to European history, giving a solid preparation for college and stressing techniques for learning history and writing historical essays. Each student chooses one historical figure and prepares a biographical research paper. The readings include history, biography, and historical fiction, supplemented by films of particular interest.



## MAJOR COURSES

### **From Conformity to Conflict: American Culture in the 1950s and 1960s** 12 Hours

In the popular mind the 50's and 60's have faded into a quaint time of sock-hops, beatniks, protest, and hippies. But what really happened in these two decades—and why? Between 1950 and 1970 American society underwent a dramatic and often traumatic transformation, the effects of which are still being felt. America changed from a complacent, conformist nation, fearful of dissent and slightly paranoid about Communist subversion both foreign and domestic into a land torn by political and generational conflicts and characterized by cultural diversity and experimentation. These changes are the subject of this course. They are explored by examining movies, music, humor, literature, and other cultural manifestations of the 50's and 60's.

Specifically, the class views *Invasion of the Body Snatchers*, *Rebel Without a Cause*, *Dr. Strangelove*, and *Easy Rider*, and reads Salinger's *Catcher in the Rye*, Kerouac's *On the Road*, Allen Ginsberg's *Howl*, and Joseph Heller's *Catch-22*. Topics to be covered include—for the 50's—McCarthyism, the growth of suburbia and the emergence of a Youth Culture, and the Beat Movement, and—for the 60's—the New Left, the anti-war movement, and the counterculture. Students do original research on selected topics related to the course.

### **Law, Politics, and Society** 12 Hours

Law is the institution that protects the citizens from the greed and violence of individuals, as well as from the arbitrary power of government; it is an institution based on reason that stands between the power of political institutions and the customs of society. Yet, in holding this position, a system of law is always under stress, and this tension is evident in the furor surrounding public issues such as the growth of the welfare state, capital punishment, abortion, and due process.

How do we define a system of law? How can we judge the American legal system—what are its imperfections, and why do they exist? From an examination of various philosophies of law, the course moves to an analysis of these questions and their importance in understanding modern society.

Readings include legal theory, important court decisions, analyses of the law enforcement process, sociological interpretations of legal history, and proposals for change.







**An Introduction  
to Economics**  
*12 Hours*

This general introduction to economics provides some sense of what makes a modern economy tick. It relates the concepts of macro-economics to real world and contemporary problems. Looking at (1) basic economic concepts, (2) conditions for the market system, (3) basic macro concept, (4) money spending and equilibrium, (5) inflation, unemployment and economic stabilization, and (6) the "economics" of current economic problems, the student is brought face to face with the ultimate economic reality—scarcity. It is this realization that makes economics essential for those seeking a more sane tomorrow.

## MAJOR COURSES

As an economics student, one is expected to have opinions and to express them. Fundamental to the course is a series of essays and book reviews that develop the student's capacity to handle ideas. But the subject is important for more than strictly academic reasons. It is about the real problems of real people in a real world. Open only to 11th and 12th graders.

The texts used include: Elbert V. Bowden, *Principles of Economics*; Robert L. Heilbroner, *The Worldly Philosophers* (5th edition). Supplementary readings are from Paul A. Samuelson's *Readings in Economics*.

### **Archaeology** 18 Hours

In this course, an outdoor field experience is integrated with laboratory, workshop and classroom activities to provide the student with an understanding of the ways in which archaeologists recover, analyze and reconstruct extinct and historic cultures.

Students participate in an excavation project which includes mapping, environmental data collection, checking historical records, and the use of hand tools. Laboratory and museum techniques are used to study, classify and catalogue the natural and cultural materials recovered—stone tools, pottery fragments, spearheads, etc.

Students write short reports on topics of special interest based upon their own field work and background reading. Class time is divided between lecture, discussion, library research, field trips and the viewing of archaeological films.

### **International Relations** 12 Hours

This course is designed to stimulate students' interest in the subject and to assist them in becoming well-informed observers of the world political scene.

While various key theoretical concepts used in this field are not overlooked, the course puts a strong emphasis on the realities of the international politics in today's volatile world situation. Particular attention is given to the U.S.-Soviet relations as well as to the two superpowers' activities in the crucial area of the Third World. The closing sessions of the course examine the foreign policy alternatives available to the world's leadership.

In addition to the regularly assigned reading the students conduct individual research to insure their introduction to sources presenting a wide range of viewpoints. Frequent class discussions and simulated Congressional hearings on a current foreign policy issue provide the students with a forum for expression of their opinions.





## LANGUAGES

### **Elementary Russian** *12 Hours*

A sound foundation in speaking, understanding, reading, and writing Russian. With no prior knowledge of the language, students have been learning Russian at Phillips Academy since 1955 with great enthusiasm and success. Careful attention to individual needs and supervised practice in the language laboratory guarantee competence and confidence to continue improving a skill which contributes to personal achievement in many areas of vital importance to our country: medicine, technology, commerce, intercultural cooperation and appreciation, and reduction of tensions. The texts are Baker's *Mastering Russian*, Kostomarov's *Russian For Everybody*, and additional readings and recordings.

An unusual opportunity to make rapid, substantial progress under expert guidance.

## MAJOR COURSES



### **Elementary Chinese** *12 Hours*

This course is an introduction to Chinese, a language spoken by over one-quarter of the world's population. Too often thought of as an impossible language to acquire, Chinese, when considered in a systematic fashion, readily becomes less exotic and mysterious.

The course covers both the spoken and written language. Practice in Mandarin pronunciation and tones, as well as intensive work in elementary vocabulary, grammar, and speech patterns are first emphasized in the classroom and in the language laboratory. *Pīnyīn*, the romanization designed in mainland China to facilitate the learning of Chinese, is used. (This phonetic system has been recently adopted by many American Universities.) The written characters are incorporated into the lessons as students become more familiarized with Chinese speech patterns. The course seeks to develop an orderly recognition of 250 basic characters (plus many combinations, making a more extensive vocabulary) and the writing of about 175 characters.



## MAJOR COURSES

### **Elementary German** 12 Hours

The course is designed specifically for those with no previous knowledge of German. Although students learn to write the language, emphasis is on listening and speaking, all classes being conducted in German. The object is to present the authentic language in real situations. Frequent use is made of the language laboratory. The work should be equivalent to that of a full first-year secondary school course.

### **Intensive Beginning Latin** 12 Hours

*Salvete discipuli!* Greetings, students! Latin, the so-called dead language, is slowly but surely rising from that state. Indeed, the dust is being brushed from those leather-bound books and enrollment in Latin courses has been steadily increasing since the mid-seventies.

This course is designed specifically for those students who have *never* had the opportunity to study Latin. Fundamentals of the Latin language are taught with an emphasis on reading. Reading passages are adapted from Ovid. Some supplementary work in Roman life, archaeology, and history is included. This is an unusual opportunity for students to learn basics of an ancient language in just 6 weeks. Join the classics revival. *Melius est Latina.* It is better in Latin.

### **Intermediate and Advanced French or Spanish** 12 Hours

"Comment peut-on être persan?" Montesquieu's question is rhetorical. Of course one cannot become Persian, French, or Spanish. But one can learn to understand and appreciate a people by learning to communicate in their language.

The modern language classes are small and are conducted entirely in the foreign tongue with the use of extensive audiovisual and language laboratory facilities. Feature-length movies, classroom skits, restaurant excursions, and foreign language tables bring the opportunity for immediate and useful application of structure learned in the classroom.

Each course is open only to those students who have had two years of high school French or Spanish.



## MAJOR COURSES

### MATHEMATICS

**Intermediate  
Algebra**  
*12 Hours*

This course is for students who want a review of Elementary Algebra and a full coverage of Intermediate Algebra. (Compare Intermediate Algebra Minor, p. 59) Due to the rigorous nature of this course, students who receive a grade of 3 or above should be prepared to enter pre-calculus in the fall.

**Probability and  
Statistics**  
*12 Hours*

This course is the study of the traditional topics in an introductory course, including laws of chance, counting, poll taking, and methods of testing. The course is divided between investigation through practical problems and the computer and the development of mathematical background. A student should have completed two years of algebra successfully or should, having completed only one year, be near the top of his/her class with a strong interest in mathematics.

**Pre-Calculus**  
*12 Hours*

A study of all the elementary functions including trigonometric, exponential, logarithmic, and quadratic functions is the main stress of the course. Subordinate attention is given to sequences and series, probability, polynomials, complex numbers, and use of the computer (BASIC). Graphing and graphing techniques are emphasized throughout the six weeks.

**Calculus**  
*18 Hours*

An intensive program covering the basics of elementary calculus: differentiation and its applications to graphing, extreme values, related rates; integration, with strong emphasis on techniques of integration, and applications to determining area and volume. Much attention is given to the practical applications of both processes. Related topics include the Mean Value Theorem, improper integrals, and L'hospital's Rules.

Prerequisite: Two years of algebra, including some use of circular (trigonometric) functions.

This course prepares students to take the Advanced Placement Examination (AB) in mathematics.





## MAJOR COURSES



## MAJOR COURSES



### MUSIC

#### **Chamber Music** *24 Hours*

The Chamber Music Festival Program provides an exceptional opportunity for high school students in the art of chamber music. The musical experiences available include the following:

- Daily private lessons

- Various chamber combinations (string quartet, woodwind quintet, brass ensembles, piano trios, trio sonatas, etc.)

- A chamber orchestra

- Wind and string ensemble

- Opportunities for reading concerti with the orchestra

- Reed workshops (for oboists and bassoonists)

- Summer chorus

- and numerous other opportunities.



## MAJOR COURSES

### **A Unique Mold**

As an integral part of the Andover Summer Session, the Chamber Music Program is cast in a unique mold. Music students work and play during the same hours as the regular Summer Session students so that they associate with outstanding students of the same age group, gathered from nearly every state in the union and many foreign countries. Not only is the mix educationally sound but the music and academic programs are mutually beneficial: the members of the Chamber Music Program have a built-in audience of bright, interested, and also talented cohorts to whom they present their finished performances; and the Summer Session students have the unparalleled privilege of hearing frequent performances from the Chamber Orchestra, Chorus, and all their combinations.

### **Previous Experience Not Required**

Previous experience in chamber music is not required in order to participate in the program. A certain proficiency on the part of the student is of course necessary in order for the orchestra to perform successfully; the most important requirements of the Chamber Music Program are a strong desire to learn and improve and an unfailing will to practice.

### **Daily Assistance and Practice**

The Chamber Music Program provides professional instruction in all orchestral instruments. Since practice is one of the most difficult aspects of musical training, daily assistance is given to all participants in developing the techniques of disciplined practice habits.

### **Chorus**

Chamber music students sing together daily, joined by the voices of non-music-program students who take Chorus as a Minor course in the Summer Session. This group works on general musicianship and performs many fine works from the vast offerings of the choral repertoire. Bach Cantatas are the featured works of this ensemble.

### **Symphony**

Instrumental students of the Chamber Music Program are combined with the non-music-program instrumentalists who take Symphony Orchestra as a Minor course in the Summer Session. The increased numbers of this combination make possible the playing of some of the great symphonic works.

### **Activities and Entertainment**

Music program students not only associate with the regular Summer Session students at the Morning Break, Afternoon Activities, and meals; but they naturally come together in many optional activities such as College Rap Sessions, Saturday night entertainment on campus (movies, student coffee house performances, dances, etc.), and special off-campus trips on Wednesday and Saturday afternoons and Sundays. (See Trips and Tours, p. 17)

## MAJOR COURSES



### PHILOSOPHY AND PSYCHOLOGY

**Existentialist Thought:  
An Introduction**  
*12 Hours*

Perhaps no other movement has been both so influential and so universally misunderstood as existentialism. Small wonder, considering the diversity of its thinkers and the breadth of its questions. How should we confront our deaths? What shall serve as meaning and purpose for us? What are the implications of living as free, choosing beings? Unlike many other approaches to philosophy, existentialism considers those problems which touch us not only as thinkers but as experiencing human beings. This course takes its cue from this fact, and it also considers existentialism as an explosive force which has affected psychology, literature, and a variety of other fields.

The issues examined include freedom and choice, human relations, meaninglessness and absurdity, death, rebellion, and creativity; students are encouraged to look at existentialism (in its varied incarnations) as critically as existentialism views other schools of thought. Sample philosophical writings are from Kierkegaard, Nietzsche, Sartre, Camus, and Buber, while fictional selections include works of Kafka, Tolstoy, Dostoyevsky, and Carly Simon. Students also consider a variety of other fields—particularly psychology—in light of existentialist thought.

**Law and Morality**  
*12 Hours*

Each of us has a personal set of values by which we distinguish right from wrong, moral from immoral. On the other hand, the members of society must decide collectively whether certain conduct will be legal or illegal. This course examines different views of the role that morality should play in a legal system. What does the individual owe the state? What can the state require him to do? Should the citizen obey the order of the state even when it tells him to do wrong? This course deals with the relation, in the past and in the present, between public duty and conscience.



## MAJOR COURSES

Reading begins with Socrates, and continues with Machiavelli's *Prince*. Next comes John Stuart Mill. Then the class spends a week studying slavery; reading includes the Declaration of Independence, the Constitution, excerpts from the writings of Thomas Jefferson, and selections from the Lincoln-Douglas debates. The next part of the course concerns the Holocaust and the trial of Adolf Eichmann; class discussion is based on Tadeusz Borowski's *This Way for the Gas* and Hannah Arendt's *Eichmann in Jerusalem*. The course concludes with *The Adventures of Huckleberry Finn*, the story of a boy coming face to face with his conscience.

Law and Morality is a discussion class. There are daily discussions of the reading, followed by discussions of current issues. These issues include abortion, the draft, capital punishment, and school prayer. Relevant reading will be assigned, and students are encouraged to suggest topics for discussion.



## MAJOR COURSES

### **Plato and Aristotle** 12 Hours

You don't have to spend 20 years, as Aristotle did, in Plato's Academy to see why his dialogues, written more than 2300 years ago, have had such a tremendous influence on the way we think—and why they continue to provoke us to examine and re-examine the way we live. Plato is truly one of the few philosophers who has been read for pleasure by educated people throughout the centuries. His *Apology of Socrates* is a classic introduction to the problems of civil disobedience and justice in a democracy. His *Symposium* reveals several ancient views of love. And the *Republic* was the first "utopia" to attract wide attention. Many see in Plato the beginnings of psychology, and it is his writings which give our language the very word "idea."

After absorbing Plato's teachings for all those years, the young Aristotle broke away and formulated some quite different ideas of his own—and promptly became the tutor of Alexander the Great, who was to conquer the known world and spread Greek ideas all across it. Aristotle's writings eventually achieved a monopoly on scientific thought which it took the determination of a Galileo, many centuries later, to challenge. Aristotle's works were considered the model of scientific method, and indeed they cover systematically every important topic of philosophy.

Students are amazed at how immediate philosophical problems become in the hands of these two important thinkers. They see much in them that is familiar—indeed much that anticipates our own society's development—and yet much that will challenge them to examine their lives and their worlds from new perspectives. For the unexamined life, as Socrates said, is not worth living.

### **Social Psychology** 12 Hours

What is behavior? Why do we act and feel the way we do? How do others influence our behavior? This course is an attempt to provide answers to the questions above and formulate a basic understanding of the concepts studied in psychology. Some major theorists, such as Freud, Jung, Skinner, Erikson, and Adler are examined to explore the various perspectives governing the study of behavior.

In addition, behavior is viewed in the context of groups and society. What are the group pressures which influence an individual's behavior? What are the individual's roles in influencing the behavior of the group? Other topics to be considered include: abnormal behavior, personality development, interpersonal relationships, sex roles, attitude formation, and prejudice.

Text, readings, discussions, films, and exercises provide the framework for this course.



## MAJOR COURSES



### **Living, Loving & Learning/ Social Psychology** *12 Hours*

"Know then thyself, presume not God to scan;  
The proper study of mankind is man. . . .  
The glory, jest, and riddle of the world."

—Alexander Pope

This poet's words might well have been the marching orders for all social scientists who make humankind their broad field of research—from one-to-one relationships to the titanic struggles between nations and cultures.

Limited in design to appeal to the interests and concerns of secondary students, the course begins with a survey of the interests of the current class. The interest consensus is then integrated with selected current readings, and in turn related to the accumulated knowledge in past experiences and insights recorded by the great thinkers of earlier generations.

Topics that have emerged by this process include: "What is normal?", "Friendship, Courtship, and Leadership," "Conformity vs. Individualism," "If We Could Choose Our Parents," "Commitment: School, Work, Love and Marriage," "The Four Faces of Love," "Love, Sexuality and Human Relationships," "Suicide: Gradual or Sudden," "When Friends Betray," "Emotional Prerequisites for College," "The Search for Intimacy," "Risk or Rust." Other topics have included: Shyness, Dreams, Hypnosis, Self-Esteem, Anorexia, Mental Illness, Divorce, and Personality Development.

While emphasis is on discussion, the course is predicated upon meaningful reading (Freud, Skinner, Erikson, Berne, Buscaglia, Fromm), listening, and essay writing. A Journal is required, but no term paper or final examination. A psychology text provides the vocabulary and broad survey for high school students, and selected readings are also used from current publications according to student interest.

## MAJOR COURSES



**Psychology:**  
**Contemporary Issues**  
*12 Hours*

Today's youth are beset with choices, expectations, contradictions, and change. How does a person cope? This course analyzes some of the current issues facing adolescents today. Topics cover both theoretical and practical concerns. The theories of Freud, Havinghurst, Erikson, Skinner, and Piaget are studied to see how they answer today's problems. The concept of adolescence is explored in various cultures both in the past and present. Areas of study include identity formation, physical development, drug use and abuse, delinquent behavior, mental disturbance, suicide, moral judgement and value systems. No prior knowledge of psychology is necessary.



## MAJOR COURSES

### SCIENCE

**OCEANS:  
Oceanography/Marine  
Biology Under Sail**  
*12 Hours*

The only unexplored frontier on our planet is the sea. This course investigates the ocean frontier from the decks of the 55' schooner SARAH ABBOT as well as from the classrooms and laboratories of Phillips Academy.

In OCEANS students spend two weeks studying the sounds and bays on the south side of Cape Cod aboard the research schooner. With stops in ports such as Woods Hole, Martha's Vineyard, Nantucket, and Chatham, the schooner's sailing track will take the students and scientists in search of a description of the physical characteristics of this marine environment.

Four weeks of study on campus will focus on ecology, natural history and the evolutionary relationship between species—from jelly fish to sharks to whales. Special attention will be paid to specific ecological problems of Nantucket Sound. Field trips to rocky shores, beaches, salt marshes and the Boston Aquarium will supplement the schooner cruise and in-class work. Topics such as pollution, endangered species and future food resources for man are an important part of this course.

Each OCEANS participant will take a companion Minor course in expository writing (rooted in OCEAN experiences) and complete a scientifically significant research project.

*OCEANS carries a sealab fee of \$400.*

**Introductory Physics**  
*12 Hours*

This course develops an integrated introduction to the basic principles of physics, through the development of a specific problem: the physicist's concept of the atomic world. Newtonian mechanics, the conservation laws, electrodynamics and light propagation are introduced and developed in the context of atomic and nuclear phenomena.

Starting with the observed characteristics of objects moving in straight lines, the course then investigates the forces that cause changes in motion. The understanding of kinematics and dynamics is applied to the behaviour of electrical charges, both static and moving. The magnetic effect of moving charges leads on to electromagnetic induction and radiation. Light is studied as an example of such radiation and some attention is paid to the historical question of what light really is—particles or waves. The photo-electric effect brings us to the photon theory, which in turn leads to the modern quantum atom.

A variety of techniques and activities is employed, including laboratory experiments, computer simulations, films, discussions, a project, problem solving, lectures and a field trip. Throughout the course emphasis is placed on the use of graphical analysis, and a good knowledge of basic algebra is necessary, while some knowledge of chemistry is helpful but not essential. (Calculus and computer programming skills are not needed or developed in the course.)

## MAJOR COURSES

**Intensive  
Beginning Chemistry**  
*18 Hours*

The course is designed for students with high motivation and ability, and two years of high school mathematics is a prerequisite. The modern theoretical framework of chemistry is emphasized, and the laboratory work is closely related to topics covered in class. Thirty laboratory experiments and reports are performed. Students need an electronic calculator that has exponential, square root, and log functions.

**Modern Astronomy**  
*12 Hours*

From man's first days on this planet, he has gazed in awe at the wonders of the nighttime sky. His myths, his philosophies, and ultimately his science evolved from what he saw and imagined. "Modern Astronomy" offers participants the opportunity to experience science firsthand. This course is for students who have some experience in science and who are interested in pursuing an intensive and challenging six weeks of discovery.

The course work involves such topics in astronomy as telescopes and light, stars and stellar evolution, the solar system, relativity, cosmology and astrology. Class discussions and lectures are supplemented with laboratory work, slides, films, and field trips.

The remainder of the course is on observational astronomy and the use of the telescope. Phillips Academy's excellent observatory and other facilities are utilized for student projects and observations.

The school's observatory houses a 6-inch pier-mounted refractor, a Celestron 8-inch, a 16-inch Cassegrain reflector, and a number of portable instruments.

Students should bring calculators and flashlights and are encouraged to bring binoculars, 35mm cameras or telescopes if they have them.

**Animal Behavior**  
*12 Hours*

With the unmolested environment around us rapidly dwindling it is imperative, in order to ensure the survival of many species, that we gain as much knowledge and understanding of the world's wildlife as possible. The course includes several hours of lecture and discussion per week, supplemented by labs covering areas such as imprinting, aggression, dominance orders, and schooling. In addition, several movies and other AV materials are used to view animals in situations which are impossible to create in the classroom. Field trips to the New England Aquarium, Plum Island National Wildlife Refuge, Stoneham Zoo, and Andover's own Cochran Sanctuary round out the six-week experience. The ultimate goal of the course is to give the student an appreciation of the behavioral complexity of animals. One year of high school Biology is highly recommended as a prerequisite.

**Human  
Physiology**  
*12 Hours*

A strong, full year high school Biology course is a prerequisite. Rudimentary knowledge of chemical bonds and chemical reactions is recommended, but not required.

This course is concerned with studying such systems as the nervous system, endocrine system, reproductive system, cardiovascular system, and how each system functions to maintain homeostasis, the maintenance of a constant internal environment. The methods by which each organ and the cells that compose each organ can sense the moment to moment needs of the organism and can respond accordingly to achieve the "fine tuning" of the human body, are discussed in detail.

A review of cell structure, genes, and proteins provides the foundation for a more detailed study of function at the organ and system levels of organization.

This course includes laboratory work.



## MAJOR COURSES

### **Comparative Vertebrate Biology** 12 Hours

Comparative Vertebrate Biology is an intensive study of the structure, function, and evolution of organisms in the subclass of Vertebrata (which includes fish, amphibians, reptiles, birds, and mammals). The course is divided into three parts: lecture, laboratory, and discussion sessions. The evolutionary history of the vertebrates provides a focus for the biweekly lectures. Since more is known about the vertebrates than any other group of animals, a wide range of general biological principles can be derived from the lectures. Once a week a research paper is read and discussed. These papers are primarily concerned with different physiological and anatomical strategies employed by vertebrates in exploiting their environments. Finally, half of the class time is spent performing detailed dissections of the dogfish shark, mud puppy, and domestic cat. Dissection is the *backbone* of the course! Field trips include a visit to the Boston Aquarium and the Science Museum. This course is of central importance to the students intending to pursue any of the many branches of animal biology or medicine. One full year of introductory level Biology is a prerequisite.

### **Advanced Experimental Chemistry** 18 Hours

This course is designed for able students who have had a year of high school chemistry. It offers the opportunity to do extensive laboratory work with unusually fine equipment, including an infra-red spectrophotometer and analytical balances.

The course of study emphasizes chemical principles taught through first-hand experience with laboratory problems. Students spend roughly ten hours per week in class lecture or problem sessions and roughly fifteen hours per week in the laboratory. For the most part, the work is typical of a first-year college course or a second-year high school course at the Honors or Advanced Placement level. No calculus is necessary, but facility with algebra is. A scientific calculator is used for problem solving.

The actual experiments are selected to familiarize the students with a wide variety of laboratory techniques in inorganic, organic, and analytical chemistry.

Emphasis is placed on the treatment and discussion of data collected individually by the students, who are expected to do at least one independent project.







## Minor Courses

### ART, PHOTOGRAPHY, AND FILM

**Ceramics**  
*6 Hours*

This is a course in which functional and non-functional forms of art are pursued with an emphasis on creativity (artistic endeavor) in both handbuilding and wheel throwing. The equipment is extensive, 13 wheels and kilns for many types of firing both stoneware and porcelain. Available too are chemicals and equipment for making one's own glazes. There is a \$40 fee for materials.

**Photography**  
*6 Hours*

An introduction to the principles and techniques of photography, including camera operation, film exposure, printmaking, and critique evaluation. Principles of visual design are discovered through specific assignments which encourage individual interests. A survey of photography and its relationship to the art is explored through films and discussion. Students must have a camera which accepts 35mm film and allows for exposure adjustment. There is a \$40 fee for materials.

**Graphics and Photography**  
*6 Hours*

This is not a photography course. Rather, it is a special course in applying photography to graphic arts, particularly through photo-silkscreen and computer graphics. Individual experimentation is emphasized in an attempt to carry the expressive force of photography beyond darkroom techniques. Some experience in photography is helpful but not necessary. There is a \$40 fee for materials.

**Studio Art**  
*6 Hours*

This course introduces the student to the possibilities of paint, pastel, watercolor, collage and other two-dimensional media. Emphasis is on seeing and composing from life situations. As technical skills increase, students gain the freedom to pursue individual projects.

Slides and films from the Addison Gallery Audio-Visual Center, as well as visits to Boston's museums, enrich the students' working context. No experience in art is necessary. There is a \$40 lab fee.



## MINOR COURSES

### **Hitchcock: Suspense and the Cinema** 6 Hours

It is universally accepted that Hitchcock was the master of suspense in film, and one of the finest craftsmen ever among filmmakers. In addition to sharing the sheer pleasure of watching some of Hitchcock's work, from early films such as *The Lady Vanishes* and *The 39 Steps* to elegant thrillers such as *Psycho* and *North by Northwest*, and a late work like *Family Plot*, this course looks at the suspense film as a genre—via Hitchcock's genius. Students read about Hitchcock, his influences and innovations, and relate his work to that of his contemporaries. It also considers the extent of his influence upon later filmmakers, upon talents as diverse as those of Truffaut and John Carpenter of *Halloween* fame. At least one film is seen each week. Trips to thrillers in the Boston area are made when possible. Reading covers biographical information on "Hitch" and technical evaluations of his work.

### **Film Comedy** 6 Hours

In this course students take a close look at film comedies from all eras: the great silent classics of Chaplin, Keaton, and others; the early sound films of the Marx Brothers and W. C. Fields; and more recent films by such people as Woody Allen, Jerry Lewis, and Alan Alda. Through viewing, discussion, lectures, reading, and writing, students learn about both comedy and movies, and they gain a clear understanding of what makes movie comedy so special.





## MINOR COURSES



### ENGLISH

#### *Writing Program*

#### **Basic Exposition**

*6 Hours*

The perfect sentence moves with athletic grace, sure of its own purposes and precise in its teamwork with the sentences around it. To write such a sentence is not only an act of successful communication but also a pleasure in itself—a pleasure that any student can learn to feel. By developing a student's knowledge of structures, logical patterns, and signal words, the course fosters the pleasure of effective sentence-writing. Daily sentences sharpen the skills which weekly essays require.

#### **Writing About Literature**

*6 Hours*

This is a writing course designed to develop and refine basic skills in a literary context. Students read short works of classic and modern literature (short stories, plays, poems) and write frequent essays on them in and out of class.

Writing is a skill inextricably intertwined with thinking; an effective essay is the result of an entire creative process that must begin with sound ideas and conclude with their clear expression in words. For this reason, the course focuses not only on stylistics, but also on the development of proper reasoning and techniques of analysis and argumentation.

Authors include Shakespeare, Euripides, Keats, Joyce, Hawthorne, and Flannery O'Connor.

#### **Research Paper**

*6 Hours*

Students in this course begin preparation for college by learning of the techniques, demands, and rewards of writing research papers. Covered are: choosing a topic, developing a thesis, doing research, taking notes, writing and polishing the paper, footnoting, typing the manuscript, and orally presenting and defending the final draft. A few lectures are also given over to the college "survival tactics" of taking lecture notes efficiently, and reading and studying effectively. Students are encouraged to bring their own typewriters if possible.



**Etymology  
and Semantics**  
*6 Hours*

Systematic analysis of the Indo-European components of English words provides a fascinating and effective means of increasing and diversifying vocabulary, examining nuances and evolution of meaning, and stimulating imaginative interpretation of experience. This course develops skill in forming and expressing ideas accurately and persuasively, and greatly enhances control of vocabulary.



## MINOR COURSES

### *Prose and Poetry*

#### **Contemporary Literature** 6 Hours

In addition to reading novels, plays, short stories, and poetry of recent vintage, the course considers the relationship between contemporary literature and the society which produced it.

Readings include selected works by Saul Bellow, Kurt Vonnegut, Sylvia Plath, Toni Morrison, Edward Albee, Alexander Solzhenitsyn, and J. D. Salinger.

#### **Roman Comedy and Greek Tragedy in Translation** 6 Hours

The Romans learned from the Greeks. Learn from both! Read some great plays which will introduce you to both civilizations in a unique way. You learn about the history, literature, religion, and lives of the people by reading the works of great writers in translation. We consider staging and costuming as well. See how these plays influenced later writers and artists. Let them influence you! If you have had no chance to study the classics, if you know nothing of the ancient world, start now by way of the drama.

N.B. No knowledge of Latin or Greek is required for this course.

#### **Heroic Women in Contemporary Literature** 6 Hours

One hundred and fifteen years ago John Stuart Mill spoke of the necessity for a literature that speaks truthfully of the condition of women's "place" in a patriarchal society. Contemporary literature has answered this need by providing *all* serious readers of literature the opportunity not only to examine women and their ways of being in our world but also to suggest alternatives for women in the restructuring of society as they find more and more ways to gain freedom of choice. Any student interested in discovering his or her own humanness will find this course provides an opportunity to read challenging and provocative literature as well as to engage in discussions aimed at exploring both the limitations and advantages of being male and female. Texts for study are Kate Chopin's *The Awakening*, Agnes Smedley's *Daughter of Earth*, Toni Morrison's *Sula*, Zora Neale Hurston's *Their Eyes Were Watching*, Maxine Hong Kingston's *The Woman Warrior*, Doris Lessing's *The Memoirs of a Survivor*, and Harriette Arnow's *The Dollmaker*.

#### **Spies, Terrorists, and Revolutionaries** 6 Hours

Political violence plays almost as large a role in contemporary fiction as it does in the headlines of the daily newspaper. This course examines the ways in which major novelists deal with the actions of spies, terrorists, and revolutionaries in situations ranging from heroin smuggling in Vietnam to IRA bombings in London. After reading Joseph Conrad's *The Secret Agent*, the first major spy novel in English, we read such contemporary works as Graham Greene's *The Quiet American*; John LeCarre's *The Spy Who Came In From The Cold*; Robert Stone's *Dog Soldiers*; Paul Theroux's *The Family Arsenal*; Robert Ludlum's *The Bourne Identity*. We then consider the relationship of these books to events in the real world by examining newspaper and magazine articles as well as viewing films depicting these character types.

## MINOR COURSES

**Fictions of Development:  
The Adolescent in Literature**  
*6 Hours*

Adolescence: the time of exploration, growth, change and pain; a time when, caught between the helplessness of childhood and the vast resources of adulthood, the adolescent feels with anguish the limitations on what he/she may do and what he/she is allowed to do. This course examines the position of the adolescent in literature, focusing equally on works by and about men and women. Daily reading assignments and discussion in class are supplemented by writing assignments that allow the student to develop and sharpen basic writing skills. Readings are drawn from works by authors such as Austen, Henry James, the Brontes, Melville, Twain, Hemingway, Faulkner, Fitzgerald, Freud, Lawrence, Joyce, Plath and Morrison.

**The National Pastime:  
Writing About Baseball**  
*6 Hours*

Baseball has fascinated a number of outstanding fiction and non-fiction writers of the 20th century—Updike, Roth, Malamud, Thurber, Mencken, and Wolfe; at the same time, many writers have chosen to make baseball writing their profession—Laurence Ritter, Roger Kahn, and Roger Angell. We study all of these authors while we analyze why Americans are so captivated by the “national pastime.” Forays to major league and minor league baseball games help focus class discussions and allow future chroniclers a crack at writing about baseball. Students write weekly 500-1000 word papers, take quizzes and exams.

**Speech and Debate**  
*6 Hours*

Knowing how to speak before a crowd, how to think on your feet, and how to tell a good joke are all important skills in life. This course helps the students learn them. It emphasizes the traditional two-man team debate format and students research the 1985 high school debate topic extensively. But the fundamental goal of the course is to teach students to articulate a position and to communicate ideas effectively before a wide range of audiences. To that end, students learn to write and deliver speeches, do extemporaneous speaking, and learn dramatic interpretation. They also learn debate theory, argumentation, and the fundamentals of parliamentary procedure. Students with experience in debate, student congress, or individual events can extend their skills while students with no background can acquire some experience and so be able to decide if they want to pursue Speech and Debate in school.

**Main Currents in Modern  
German Literature**  
*6 Hours*

At the turn of the century, German literature emerged from virtual seclusion and, in a burst of 20th century brilliance, profoundly influenced the prose, poetry and drama of the Western World. Mann, Kafka, Rilke, Brecht, and Hesse were followed by Böll, Grass, Frisch, Weib and Lenz. Most recently, East German writers such as Plenzdorf and Wolff have further enriched German letters. The course explores this rich literary heritage in the paradoxical cultural and historical context of a land seemingly bent upon its own destruction.



## MINOR COURSES

### HISTORY, ECONOMICS, AND POLITICS

#### **International Relations** *6 Hours*

Is nuclear war an acceptable instrument of international diplomacy? Can parts of the nation be sacrificed to save the rest? Should the U.S. support revolutions abroad? How important should public opinion be in the formation of foreign policy? Can the United Nations be an effective force for world peace?

These and other questions are discussed in the study on the methods used by nations to achieve their objectives in international affairs. The course concentrates on the following techniques: diplomacy, war, law, propaganda, intelligence, government, alliances, and treaties. Library research and class notes provide the core of information on the different concepts and approaches. Part of each class is given over to the discussion of current developments in world politics.

During the last week and a half students have the opportunity to put their knowledge to work in a complex simulation exercise designed to give practical application to all the methods learned in the course.



**The Supreme Court and  
the Constitution**

*6 Hours*

The Constitution of the United States, as interpreted by the Supreme Court, is the "supreme law of the land." This introduction to the study of Constitutional law begins with a historical look at the origins of the Constitution and the development of the concept of judicial review. We then turn our attention to a variety of selected topics in Constitutional law. The Constitutional history of race relations is examined, from slavery to "separate but equal" to the current debate over affirmative action. The Constitutional guarantee of freedom of speech is examined in light of the Supreme Court's decisions regarding the rights of individuals to engage in "subversive" or "obscene" speech. Other topics include freedom of the press, the separation of church and state, the rights of accused criminals, and abortion.

Throughout the course, we consider the role of the justices of the Supreme Court. What factors should influence the justices when they "interpret" the words of the Constitution? The intention of the founding fathers? The justices' own political philosophies? The current political climate?

The reading list principally consists of Supreme Court cases. This is primarily a discussion class, although lectures may be delivered on occasion.

**Money, Banking, and  
the Economy**

*6 Hours*

What is money? Where did it come from? Most people haven't a clue. This course answers those questions and many more. The history of money and financial institutions is traced from ancient times to the present in order to plot man's heroic efforts to bring its subtle mysteries under control.

The course also moves beyond history to an understanding of contemporary money, banking, and modern economic life. The story of money is seldom dull. Open only to 11th and 12th graders.

**The Soviet Union Today**

*6 Hours*

The Soviet state, born in the great October Revolution in 1917, was expected to collapse within a few short months. Yet, today, the Soviet Union is acknowledged to be one of the two world superpowers. How have the four generations of the Kremlin leaders brought their country to this stage? Where is the Soviet Union heading in the future? This course is designed to probe into these and other equally fascinating questions. Students are introduced to the organization of the power structure as well as to the impact of the Soviet system on the lives of the ordinary people. Special attention is given to the foreign policy of the Soviet Union.

Readings are drawn from primary sources including Hedrick Smith's *The Russians* and the writings of well-known Soviet dissidents. Independent library research and participation in class discussions are encouraged.





## MINOR COURSES

### **The Nuclear Question** 6 Hours

There are now over 50,000 nuclear warheads in the world, and this total grows every year. These weapons are more than sufficient to kill every living creature on earth. How did this happen? Why have nations continued to stockpile these weapons of awesome destructive power? Can nuclear war be avoided?

This course attempts to answer these questions by reviewing the history of nuclear weapons and nuclear strategy, and by examining the key perspectives on the current nuclear debate. Instead of focusing only on the destructive power and technical details of nuclear weapons, students confront the arguments for and against new weapons and the attempts of nations to control or prevent their use. Particular attention is paid to efforts to control nuclear arms and new technologies. The social and psychological impact of nuclear weapons is also examined.

Readings include the Harvard Nuclear Study Group, *Living with Nuclear Weapons*; Jonathan Schell, *The Fate of the Earth*; Leon Wieseltier, *Nuclear War, Nuclear Peace*; Lawrence Freedman, *The Evolution of Nuclear Strategy*; and selected articles on various aspects of the current nuclear debate.

The course also features guest speakers from Physicians for Social Responsibility, the Union of Concerned Scientists, the Harvard University Project on Avoiding Nuclear War, and other groups. A broad spectrum of views will be represented.

### **Human Rights** 6 Hours

What are the inherent rights of a human being and what privileges should be guaranteed to an individual within society? When, if ever, should those privileges be limited? Does one nation have the right to monitor the practices of another? How have the media and international human rights organizations influenced the current global situation?

We examine the Magna Carta, constitutions of modern nations, the U.N. Universal Declaration of Human Rights, the 1975 Helsinki Agreement, relevant articles in literature, with particular emphasis on post-World War II and current events.

Students will be expected to do some research, participate in class discussions, and perhaps shatter a few myths and stereotypes.

### **Propaganda, Advertising, and the Mass Media in the 20th Century** 6 Hours

We all believe in free will, and our ability to determine our destinies, unimpeded by outside forces, but in reality our lives are shaped, and often controlled by political and economic propaganda disseminated through the mass media—television, radio, movies, newspapers and magazines. Daily, even hourly, we are exposed to overt and covert messages urging us to act and think in ways which will benefit special interests. Politicians use these messages to sell ideas; advertisers to sell products. Often both use the same techniques.

This course deals with the development and spread of such propaganda in the 20th century and with the contributions the mass media have made to its effectiveness. Students read and view specific examples of modern propaganda, including World War I and II atrocity stories, *Jud Süß* (a Nazi anti-Semitic film), Nixon's Checkers speech, and selected television and print advertisements. Class discussions focus on the above and on examples of propaganda encountered by students outside of class.

## MINOR COURSES

### LANGUAGES

**Introduction to  
Language**  
*6 Hours*

In a sense, no one needs an "introduction" to language: the omnipresent mediator of our experience, it is taken for granted. This is a course for the curious, who want to look inside the apparently obvious phenomenon of language, to investigate how it works, what its varieties are, and how humans use it in subtle and systematic ways. Although English is the subject of most of our analyses, students who have studied foreign languages or who plan to do so find this course of both theoretical interest and practical value. The first step is to establish a method and vocabulary for analysis of language, which entails mastering the basics of phonology, semantics, and syntax. Then we use these skills to examine a number of topics: comparison of language families, dialectical differences within the same language, how languages are learned, bilingualism, language change over time, animal versus human language. There are readings, discussions, lectures, and short papers. Students also do extensive field work, collecting and analyzing samples of language drawn from the rich linguistic resources of the Summer Session. This course is especially helpful to those interested in improving their verbal skills. Students should bring a portable tape recorder and microphone.

**Conversational Spanish**  
*6 Hours*

A course designed especially for students who have studied Spanish for two years. Directed conversational exercises enable students to progress according to their own needs, be they building a broad vocabulary, increasing fluency, improving pronunciation, or sharpening audio-discrimination. Since accurate usage is one of the most important goals of the course, the conversational projects are supplemented by appropriate study of the structure of the language. Beyond the textbook, a variety of audio-visual materials are used to stimulate conversation, including filmstrips, slides, newspaper and magazine articles, and recorded radio broadcasts.

**Conversational French**  
*6 Hours*

Open only to students who have completed at least two years of French, this course places special emphasis on specific aspects of spoken French. Intended for students who understand French rather well but need to gain confidence and efficiency in speaking, the course is conducted entirely in French. Dialogues, speeches, debates, interviews, and role-playing are reinforced by a study of topical vocabulary, idiomatic expression, and applied phonetics.





## MINOR COURSES



## MATHEMATICS

### **Intermediate Algebra** *6 Hours*

This course is a rapid review of first-year algebra, an in-depth study of second-year algebra, and an introduction to trigonometry. Some of the topics that are covered are polynomials and the operation performed with them, relations and functions, linear equations, second-degree equations, simultaneous equations, coordinate geometry, exponents, radicals, and circular and trigonometric functions.

It would be helpful to have had geometry prior to taking this course. Not for students who have completed second-year algebra.

### **Computer** *6 Hours*

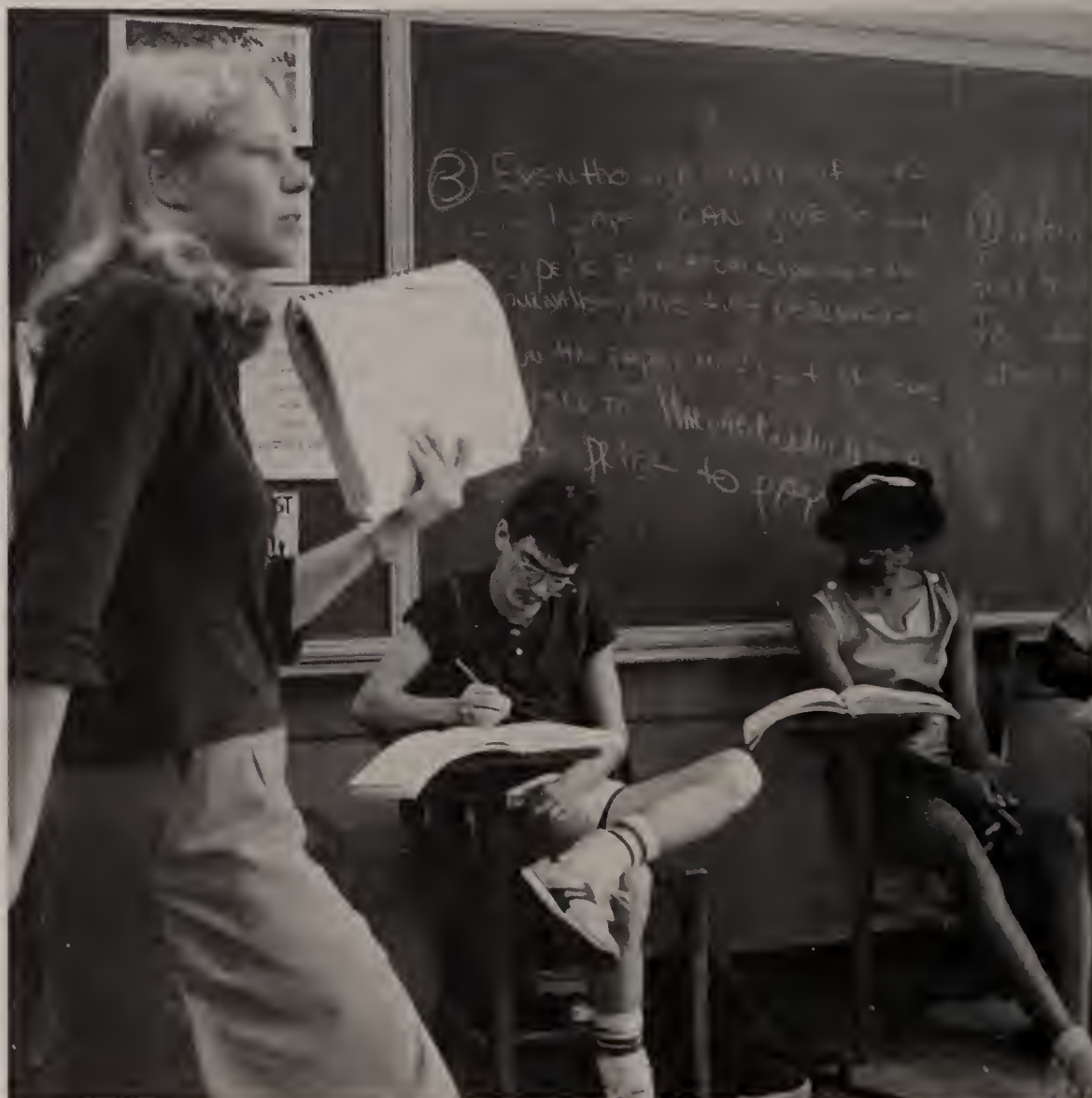
Can you use a personal computer to extend your computational and problem solving ability? This course is designed for students, with no past experience in computing, interested in developing an understanding of the capabilities of a micro-computer. Students will concentrate on learning to program in Pascal. Using a structured approach, they will write programs and test them on the Academy's IBM personal computers. One year of algebra serves as an adequate background for undertaking a variety of applications, both mathematical and otherwise.

## MINOR COURSES

### **Trigonometry** *6 Hours*

The name "trigonometry" is derived from two Greek words meaning measurement of triangles. While the solution of triangles forms an important part of modern trigonometry, it is by no means the only part or even the most important part. In the development of methods for the solution of triangles by computation, certain trigonometric functions occur. The study of the properties of these functions and their applications to various mathematical problems constitutes the subject matter of this course.

Other topics include working with equations, proving identities, and graphing functions. Prerequisite: two years of algebra experience.





## MINOR COURSES

### MUSIC

**Chorus**  
6 Hours

The Summer Session's Chorus is made up of the combined voices of students who take this course and all the students of the Chamber Music Program. The Chorus meets every class day and on occasion performs with orchestral accompaniment. No previous experience is necessary, just a desire to work hard and enjoy an intensive choral experience.

**Symphony Orchestra**  
6 Hours

Students taking this course join members of the Chamber Music Program in daily orchestra practice. Applicants are accepted in the correct combination of instruments to form a symphony orchestra; the course is therefore open to all symphonic instrumentalists. An audition tape is required of all players. Although previous chamber music experience is not a prerequisite, all candidates for the Symphony Orchestra should have a music teacher recommendation.

**The Broadway Musical**  
6 Hours

Broadway has produced one of the richest and most varied traditions of musical theatre. We begin with an historical survey tracing the origins of the tradition in operetta, burlesque, and vaudeville through its maturity in the book musical of the last 50 years. Shows that mark turning points in this history—*Show Boat*, *Porgy and Bess*, *Oklahoma!*, *West Side Story*—are studied in detail. The latter part of the course concentrates on recent successes on Broadway (*Pippin*, *A Chorus Line*, *Sweeney Todd*). At all points the focus is on the interaction of music and drama, drawing conclusions about its sometimes spectacular success and frequent failure. Field trips to local summer stock productions are arranged.

No prerequisites.



## PHILOSOPHY, PSYCHOLOGY, AND RELIGION

### **Political and Moral Choice** *6 Hours*

What values are involved in relations between friends, partners, lovers, or groups of a more general social, political nature? What responsibilities are brought upon us by the values we hold? How should the good things in life, from ice cream, pizza, and fancy cars to decent housing and good education, be distributed? And what connection exists between political conduct and personal values?

The course introduces the student to the discipline of ethics, investigates the often unspoken presuppositions that give rise to moral decisions on political issues—for example, war, peace, arms sales, population control, pursuit of profit, and the distribution of economic and environmental goods—and develops a practical morality applicable to situations where questions of goodness, fairness, and responsibility emerge. Readings will be selected from classical, modern, and contemporary authors. There will be brief presentations, lengthy discussions, and careful analyses of cases taken from politics, economics, medicine, and everyday life. No previous knowledge of this subject is required.





## MINOR COURSES

**The Big Questions:  
Contemporary Philosophies  
of Human Life**  
*6 Hours*

It's not hard to find out when the French Revolution began or how many moons Jupiter has. Many of us prefer problems with such clearcut solutions. But the "Big Questions" will not go away, and they are all the more intriguing for their resistance to easy answers: Is there a "human nature"? What, if anything, lies beyond human life? What is the proper role of science? To what extent are we shaped by the behaviors of others? By unconscious forces? By economic and historical conditions?

This course considers several diverse perspectives on human life (what it is and what it should be)—perspectives that represent such influential worldviews as scientism, Western religion, existentialism, and psychoanalysis. Students will carefully examine original works by Skinner, Freud, Sartre, Marx, Heschel, and others. While no background in these fields is required, a willingness to do sustained, critical analysis will prove as necessary as a genuine interest in the subject matter.

**Psychology:  
Current Issues**  
*6 Hours*

This course analyzes some of the contemporary issues facing adolescents today. Topics are presented from both a theoretical and practical point of view. Discussions cover identity formation, physical development, family life, peer relationships, love and sex, drug use and abuse, delinquency, suicide, mental disturbance, moral judgement and value systems. Additional topics provided by the students themselves are also examined. No prior knowledge of psychology is necessary.

**Social Psychology**  
*6 Hours*

Group conformity. Abnormal behavior. Mental illness. Freud. Personality. The unconscious. Gossip. Aggression. Prejudice. Persuasion. Influencing attitudes. Person perception. Leadership. What all of these topics have in common is that all, and many more, lead toward a study of Social Psychology. How do people get to like one another? When can we define ourselves as sane? Where are riots likely to happen? The course takes a look at all of these subjects to determine why people interact the way they do. It is designed for those who have never had Psychology before.



## MINOR COURSES



**Guilt: Literary  
and Psychological  
Explorations**  
6 Hours

As the policeman has his powers of arrest, the conscience has guilt. That dread sickness of the heart with which we punish ourselves affects each of us differently. Emotional blackmail in the family . . . discomfort with sexuality . . . a sense of uneasiness with life itself. From original sin to breaking a diet, we are familiar with the feeling. But few of us have taken the time to examine the subject with care and rigor. This course draws from Psychology, Philosophy, and literature in order to ask a number of questions: How does guilt arise? What does it signify? How can we distinguish the healthy sort from the neurotic? (When is guilt a useless intruder and when a helpful guide?) How is it related to such other topics as moral judgment, shame, and choice? Students will consider the theoretical contributions of Freud and Buber, along with such works as *Crime and Punishment*, *The Scarlet Letter*, *Lord of the Flies*, and *How To Be a Jewish Mother*.



## MINOR COURSES

### **Mythology** *6 Hours*

Myth, the legacy of heroes and gods of the ancient world, was once viewed as a primitive expression of man's thoughts on nature. Now armed with new theories of interpretation, we view myths as extremely complex forms from which we can gain tremendous insight into the cultures that created them. By experiencing and comparing these strange tales of Greek, Norse, Native American, and other ancient mythologies, we gain insight into our modern strange ways as well. The readings are exciting, and the interpretive techniques the students learn stimulate interesting, creative thoughts. Along the way, the students are introduced to aspects of psychology and sociology that are needed to understand the mythology. No prerequisite.

### **The Religions of Man** *6 Hours*

The influence of religions on culture, politics, art, economics and the private and public life cannot be overstated. Technological advances have made it possible to see and hear about cultures across the globe in one day, and yet what do we know and understand about the religions that for centuries have influenced these cultures? What does it mean to call a piece of land "sacred" or a war "holy?" When you are in the midst of looking at various colleges, what does it mean to hear that life is all illusion?

Throughout human history and amidst various cultures, the search for meaning, justice, and knowledge is expressed in a myriad of ways in the different religious traditions of the world. This course provides the student with an introduction to the literature, history, and tenets underlying five of the world's major religions: Judaism, Christianity, Islam, Hinduism, and Buddhism. Readings are drawn from a selection of the basic religious texts of these traditions, as well as contemporary novels that address issues significant to the religions considered. A sympathetic as well as analytical approach is encouraged in the exploration of rituals and beliefs that are both familiar and strange to us. The only prerequisite is an open mind willing to explore expressions of religious diversity and sentiment.



## MINOR COURSES

### SCIENCE

#### **Advanced Labs in Biology** *6 Hours*

This course begins with a familiarization with stereoscopic and compound microscopes, oil immersion, and phase lenses. However, the great majority of the work acquaints the students with centrifugation, electrophoresis, chromatography, spectrophotometry, and the use of the oscilloscope. The specific topics of the labs vary greatly, from observing human chromosomes and separating pigments in leaves and eyes of fruit flies to visualizing a nerve impulse and studying its properties. Prerequisite: one year of Biology.

#### **Introduction to Electronics** *6 Hours*

Starting with elementary electricity and Ohm's law, the course studies the principles and applications of resistors, capacitors, inductors and semi-conductor devices, including diodes, transistors, op-amps and timer I.Os.

Analog and digital circuits are studied, with computer applications. Students learn how to use testing equipment such as multi-meters, signal generators and oscilloscopes.

Applications include a continuity-polarity tester, light-activated switches, moisture and level sensors, burglar-alarms, timers, oscillators and amplifiers. Students build several such projects, using a variety of construction techniques, including printed-circuit boards.

A \$20 fee is charged for the project materials, which the students take home to assist in their continued studies of the subject.

#### **Molecular Biology** *6 Hours*

Following a brief review of chemical principles, the course examines the major classes of biomolecules and how they are synthesized and degraded in the body. Particular emphasis is placed on those reactions which are associated with energy-yielding pathways. Enzyme function is considered both in terms of mechanisms of action and with regard to kinetics. Other topics include the immune response, membrane function, molecular genetics, and gene interaction. Prerequisite: a year-long course in either Biology or Chemistry and competence in Algebra.

#### **Human Anatomy** *6 Hours*

The major systems of the human body are taken up in turn and the particular parts named and discussed in relation to one another. The interdependence of the systems is given special attention; for example, how nerves and muscles are coordinated, or why the rupture of a blood vessel in the brain may cause paralysis in the legs. Common disorders of the parts and what happens during the healing process are analyzed. The human body emerges as a miraculous, highly creative organism.





MINOR COURSES







## 1984 Summer Session Students

Abbott, Corinne  
Bozeman, MT

Abrahams, Elizabeth  
Smithtown, NY

Abrams, Ronnie  
New York, NY

Abramson, Roger  
Syosset, NY

Adams, Amanda  
Birmingham, AL

Adler, Allen  
Geneva, Switzerland

Adler, M. Dorothy  
Longport, NJ

Alexander, William  
Wurtsmith AFB, MI

Andrews, Helene  
Stanwood, WA

Antamoro, Marcantonio  
Geneva, Switzerland

Antonetti, Salvador  
Guaynabo, PR

Appel, Nancy  
Rye Brook, NY

Aragaki, Hiro  
New York, NY

Archambault, Jodi  
Kyle, SD

Arcinue, Liza  
Pasadena, CA

Ariker, Jeremy  
Orange, NJ

Asherman, Dirk  
Yarmouth, ME

Athanassiou, Alexander  
Athens, Greece

Axel, Brian  
Cresskill, NJ

Babcock, Tamblyn  
Detroit, MI

Bacon, Mark  
Boxford, MA

Baez, Elizabeth  
Scarsdale, NY

Baggett, Rebecca  
Empire, AL



Bailey, Sandra  
Billings, OK

Bailey, William  
Atlanta, GA

Bainbridge, Harry  
Monroe, LA

Baker, Allison  
Pacific Palisades, CA

Baker, Antonio  
Kinston, NC

Baldwin, Christopher  
Hinsdale, IL

Baquin, Ashley  
Fairfield, CT

Barday, Karim  
Antananarvo, Madagascar

Bargman, Todd  
Madison, WI

Barney, Joan  
La Crosse, WI

Barron, Pamela  
Mt. Kisco, NY

Bartholomew, Gregory  
Los Angeles, CA

Bashman, Elyse  
Margate, NJ

Baskin, Lester  
Portland, OR

Baskin, Niyokia  
Atlanta, GA

Bataillon, Marc  
Caen, France

Bataillon, Remy  
Caen, France

Batson, William  
Starkville, MS

Batterman, Michael  
Scarsdale, NY

Baum, Richard  
Palo Alto, CA

Beardsley, Megan  
Paris, France

Beber, John  
Miami, FL

Becker, Norman  
Van Nuys, CA

Bein, Deborah  
Yonkers, NY

Bengtson, Robert  
Wallingford, PA

Benjamin, Jacinta  
Brooklyn, NY

Benson, Robert  
Alexandria, VA

Bent, Donna  
Brooklyn, NY

Berg, Thomas  
Arlington, VA

Berkowitz, Roger  
Scarsdale, NY

Berlin, Nils  
Islip, NY

Bernstein, Aaron  
Potomac, MD

Bernstein, Bradford  
Old Westbury, NY

Bernstein, Paula  
Rye Brook, NY

Berselli, Marshall  
Portland, OR

Beyene, Hazam  
Louisville, KY

Bhat, Kavitha  
Huntingdon, TN

Bibb, Eric  
Louisville, KY

Biberman, Sandra  
Poughkeepsie, NY

Bihary, Rachael  
Pasadena, CA

Bishop, Randall  
Beverly Hills, CA

Blaney, Karen  
Manhasset, NY

Bloch, Mark  
Rochester, NY

Boling, Kristen  
Lynnfield, MA

Bonk, Jeanne  
Chicago, IL

Botello, Rogelio  
Chicago, IL

Bourke, Sean  
Palo Alto, CA

Bowman, Estelle  
Shiprock, NM

Bowman, George  
Atlanta, GA

Boyd, John  
Portland, OR

Brand, Andrea  
Schenectady, NY

Bransford, Jennifer  
Larchmont, NY

Braveman, William  
Philadelphia, PA

Brecher, Keith  
Dix Hills, NY

Brewer, Kimberly  
Memphis, TN

Broadous, Lillian  
Pacoima, CA

Brous, Nancy  
Short Hills, NJ

Brown, David  
Corte Madera, CA

Brown, Michelle  
San Diego, CA

Brown, William  
Waterville, ME

Bruck, Katherine  
Tenafly, NJ

Brulloths, Jon  
Corpus Christi, TX

Bryant, John  
Jackson, MS

THE STUDENTS 1984



Buchbinder, Andrew  
Great Neck, NY  
Bucher, Richard  
Andover, MA  
Burg, Patrick  
Antibes, France  
Burke, David  
Concord, MA  
Burke, Theresa  
Concord, MA  
Burke, Winthrop  
Winter Park, FL  
Burkly, Patricia  
Cazenovia, NY  
Burnell, David  
Evanston, IL  
Burrow, Cindy  
Dallas, TX  
Burrows, Robert  
Pasadena, CA  
Burton, Barry  
Beaumont, CA  
Button, Kenneth  
Beverly Hills, CA  
Butts, Kelem  
Los Angeles, CA  
Cahill, Jason  
Gloucester, MA  
Campbell, Hugh  
Charlotte, NC  
Canter, Hal  
No. Miami Beach, FL  
Cantor, Lowell  
Great Neck, NY

Caplan, Steven  
Quebec, Canada  
Carchman, Rebecca  
Princeton, NJ  
Card, Amy  
Golden, CO  
Card, Ann  
Golden, CO  
Carlson, Dwight  
Port Allegheny, PA  
Carrillo, Melinda  
Los Angeles, CA  
Carroll, John  
Portland, OR  
Carter, Ricky  
Cleveland, OH  
Carter, Theresa  
Hillside, NJ  
Carty, Derrick  
Boston, MA  
Casey, Andrea  
Washington, DC  
Caspers, Nicole  
Mamaroneck, NY  
Cattano, Andrew  
Camarillo, CA  
Champlin, Michael  
E. Rockaway, NY  
Chan, Lorita  
Los Angeles, CA  
Chanchien, Julie  
Potomac, MD  
Chang, David  
Williamsville, NY  
Chang, Robert  
Cherry Hill, NJ  
Chapman, William  
Chattanooga, TN  
Chapple, Alex  
Ontario, Canada  
Charles, Michelle  
Hamilton, NY  
Chau, Van So  
Lawrence, MA  
Chen, Margaret  
Metuchen, NJ

Chin, Helen  
Lexington, KY  
Cho, Irene  
Manlius, NY  
Chodorcoff, Billy  
W. Orange, NJ  
Chow, Wyfield  
Ashland, MA  
Chuh, Kandice  
Tenafly, NJ  
Chun, Terry  
Roslyn, NY  
Chung, Janet  
Houston, TX  
Chung, Susan  
Newburgh, NY  
Cigarroa, Marisa  
Laredo, TX  
Clonos, George  
Athens, Greece  
Coats, Damita  
Atlanta, GA  
Cochran, Lisa  
St. Francis, SD  
Codrington, Penelope  
Roxbury, MA  
Cohan, Susannah  
Wyndmoor, PA  
Cohen, Joshua  
Orange, CT  
Coleman, David  
Dallas, TX  
Collins, Regina  
Louisville, KY



Collins, Tara  
Reading, MA  
Cook, Nicole  
Short Hills, NJ  
Copperman, Cara  
Merrick, NY  
Corley, Melissa  
Jackson, MS  
Cortes, Lillianette  
Bayamon, PR  
Cranford, A. Ross  
Little Rock, AR  
Crawford, Margo  
Chicago, IL  
Crawley, Erin  
Portland, OR  
Credle, Colin  
Nashua, NH  
Cronk, Katie  
Westford, MA  
Cushman, Edward  
Philadelphia, PA  
Dardy, Darryl  
Dorchester, MA  
Davis, Deborah  
Atlanta, GA  
Davis, Julie  
Miami, FL  
Davis, Nancy  
Wichita, KS  
Dean, David  
San Antonio, TX  
Dean, J. David  
San Antonio, TX  
Dean, Penelope  
So. Berwick, ME  
DeAntonio, Heidi  
Marlton, NJ  
Decker, Jon  
Old Westbury, NY  
Dehne, Ghassan  
Lawrence, MA  
Del Rio, Regina  
Santo Domingo, DR  
DeMonte, Michelle  
Piedmont, CA



THE STUDENTS 1984

Despaigne, Luis  
New York, NY

Despard, Mary  
Lancaster, PA

DeVarona, Martha  
Caparra Hgts., PR

Dhingra, Arun  
Bedford, TX

Diamond, David  
Hollywood, FL

Diaz, Rey  
San Lorenzo, PR

Dillard, Jerome  
Camden, NJ

Dodge, Jennifer  
Omaha, NE

Dodson, Donna  
Northboro, MA

Dominitz, Jennifer  
New Rochelle, NY

Dorcas, Timothy  
Providence, RI

Dorsch, Michael  
S. Burlington, VT

Dowley, Tammy  
Camden, NJ

Dowsett, David  
Portland, OR

Drain, Stephanie  
Englewood, NJ

Drake, William  
Houston, TX

Dube, David  
Lawrence, MA

Ducamp, Sophie  
Neuilly, France

Duchin, Marc  
Penn Valley, PA

Duke, Abbie  
Tenaflly, NJ

Dunlap, Crystal  
New York, NY

Dunson, Natalynn  
Newark, NJ

Durand, K. Bartlett  
Memphis, TN



Edmunds, Kristen  
West Hartford, CT

Edwards, Allen  
Cleveland, OH

Edwards, Monica  
Atlanta, GA

Ehn, Pamela  
Newton Centre, MA

Eisenstadt, Katrina  
Los Angeles, CA

Elliott, Tim  
Bend, OR

Ellis, Diane  
Rowley, MA

Enloe, Rebecca  
Dallas, TX

Erda, Katharine  
Guilford, CT

Erlj, Daniel  
Brooklyn, NY

Estes, Kenneth  
New York, NY

Fan, Annabel  
Saddle River, NJ

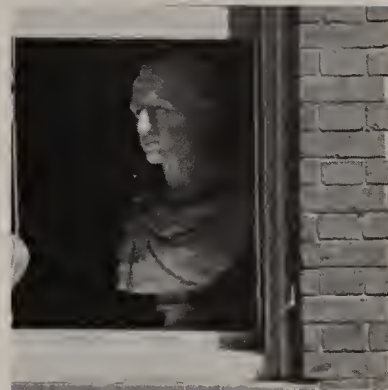
Farmer, Jacob  
Princeton, NJ

Fast, Kelly  
Livingston, NJ

Fate, Jennifer  
Columbus, OH

Feigenbaum, Lyle  
Indianapolis, IN

Fein, Robert  
Tarzana, CA



Feingold, Orrin  
No. Dartmouth, MA

Feldman, Jonathan  
No. Merrick, NY

Fellows, Dianne  
West Dover, VT

Fernandez, Alfredo  
Guaynabo, PR

Field, Alexandra  
Washington, DC

Fire Thunder, Edwin  
Kyle, SD

Fischbein, Suzanne  
Short Hills, NJ

Fischer, Jeremy  
Studio City, CA

Fisher, Judith  
New Rochelle, NY

Flick, Charlene  
New City, NY

Flick, Lauren  
New City, NY

Flicker, Seth  
Brooklyn, NY

Forsyth, Jonathan  
Burlington, VT

Foster, Tom  
Bend, OR

Frank, Bradley  
Hollis Hills, NY

Frankum, A. Kendrick  
Newport, AR

Freedman, Stephanie  
Marblehead, MA

Freiman, Jennifer  
Roslyn Hgts., NY

Friedman, Daniel  
Stamford, CT

Friedman, Elizabeth  
Palo Alto, CA

Fritz, Emma  
Plantation, FL

Frost, Jennifer  
Tacoma, WA

Gallagher, Kathleen  
Charlotte, NC

Garcia, Michael  
Rahway, NJ

Garlinghouse, Mark  
Topeka, KS

Garlinghouse, Meg  
Topeka, KS

Garmaise, Robert  
Quebec, Canada

Gasset, Luis  
Madrid, Spain

Gelb, Laurie  
Lexington, MA

Gelpey, Amy  
Lynnfield, MA

Georgakopoulos, Anthony  
Kifissia, Greece

George, Allison  
Darien, CT

George, Eric  
Beverly Hills, CA

Gervin, Adam  
Hollywood, FL

Gettenberg, Lisa  
Englewood, NJ

Ghofrany, Nushin  
Woodbridge, CT

Glazier, Andrew  
Naples, FL

Glynn, Laurie  
Winchester, MA

Golden, Matthew  
Dallas, TX

Golden, Tracey  
Milwaukee, WI

# THE STUDENTS 1984

Goldsmith, Ian  
Scarsdale, NY

Goldstein, Dov  
Short Hills, NJ

Goldstein, Jolie  
Scarsdale, NY

Goneos, Petros  
Kifissia, Greece

Gonzales, Jose  
Arlington, VA

Gonzalez, Laura  
Santo Domingo, DR

Goodman, Harvey  
New York, NY

Goodman, Zettra  
Camden, NJ

Gordon, Mark  
Beverly Hills, CA

Gordon, Marvin  
Beverly Hills, CA

Gorenberg, Peter  
Gainesville, FL

Gorin, Bethel  
Lawrence, NY

Gould, Alison  
Berkeley, CA

Gouliau, Jonathan  
La Jolla, CA

Grabski, Tomasz  
Lowell, MA

Grand, Paul  
No. Miami Beach, FL

Grant, Lisa Ann  
Nashua, NH

Green, Michael  
Marblehead, MA

Greenberg, Marla  
Shreveport, LA

Greene, Barrie  
New York, NY

Greene, Jacqueline  
So. Orange, NJ

Gregory, Tashia  
Memphis, TN

Griffin, Stafford  
Las Vegas, NV



Grigorieff, Melissa  
Winchester, MA

Grodberg, David  
Englewood Cliffs, NJ

Gross, Jason  
So. Orange, NJ

Guerra, Miguel  
Santo Domingo, DR

Guess, Rita  
Marion, SC

Guggenheim, Regina  
San Antonio, TX

Gulley, Shawn  
San Antonio, TX

Guzdar, Dinshaw  
Sudbury, MA

Haartz, D. Bradley  
Wyoming, OH

Haback, Pamela  
Great Neck, NY

Haegler, Christina  
São Paulo, Brazil

Hall, Henry  
Brooklyn, NY

Hamada, Yohtaro  
Ojai, CA

Hamer, Sean  
Bronx, NY

Handwerger, David  
Durham, NC

Haney, Stafford  
Naperville, IL

Hardart, Christopher  
Bronxville, NY

Hardy, Deborah  
No. Reading, MA

Harriman, Kristin  
Chappaqua, NY

Harrison, Christina  
Westlake Village, CA

Haught, Stephanie  
Little Rock, AR

Hauser, Aaron  
Dallas, TX

Hayes, Elizabeth  
Westwood, MA

Haynes, Christopher  
No. Reading, MA

Heffelfinger, Warren  
Piedmont, CA

Heider, Christopher  
New York, NY

Heilbrunn, Daniel  
Scarsdale, NY

Heineman, Amy  
Scarsdale, NY

Heise, Douglas  
Belmont, CA

Henry, Kathy  
Colorado Springs, CO

Hensler, Ellis  
Morristown, NJ

Herbst, Allison  
New Rochelle, NY

Hernandez, Yadira  
Aguadilla, PR

Hiestand, Susan  
Chatsworth, CA

Hill, Charla  
Atlanta, GA

Hill, Christopher  
Waterville, ME

Hill, David  
Memphis, TN

Hinton, Pierre  
Mantua, NJ

Hirsch, Dina  
Los Angeles, CA

Hirschhorn, Elizabeth  
Holyoke, MA

Ho, Sidney  
W. Los Angeles, CA

Hoberman, Jeffrey  
San Antonio, TX

Hodes, Peter  
Nashville, TN

Hodges, H. Lynn  
Newport, AR

Holly, Lee  
Dayton, OH

Holmes, Camille  
Memphis, TN

Hom, Alice  
Los Angeles, CA

Hong, Richard  
Rocky River, OH

Horovitz, Neal  
Winchester, MA

Hovanessian, Armen  
Munster, IN

Hoze, Corey  
Milwaukee, WI

Hua, Minh  
Los Angeles, CA

Hudson, C. Allan  
Memphis, TN

Huet, Philippe  
Geneva, Switzerland

Huibonhoa, Joy  
Malibu, CA

Humphrey, Reginald  
Burlington, NC

Hung, Scott  
Armonk, NY





# THE STUDENTS 1984



Hwang, Susie  
New Hope, MN  
Ichiya, Masanobu  
Tenafly, NJ  
Idelson, Sarah  
W. Newton, MA  
Iwai, Ryu  
Bellport, NY  
Iwai, Sei  
Bellport, NY  
Jackoboice, William  
Grand Rapids, MI  
Jacobs, Merav  
Quebec, Canada  
Jacobson, Jon  
Hollywood, FL  
Jaffe, Marc  
Rye Brook, NY  
Jain, Ati  
Durham, NC  
Jasser, Suhdi  
Neenah, WI  
Jegasothy, Manjula  
Rosemont, PA  
Jenkins, Steven  
Van Nuys, CA  
Jerde, Christopher  
Carmel, CA  
Johns, Melissa  
La Crosse, WI  
Johnson, Carol  
Philadelphia, PA  
Johnson, Celestine  
Chicago, IL

Johnson, Kathleen  
St. Louis, MO  
Johnson, Kevin  
Louisville, KY  
Johnston, Lisa  
Thedford, NE  
Johnston, Melinda  
Charlotte, NC  
Jones, Hilary  
Los Angeles, CA  
Jones, Schonette  
Newark, NJ  
Joseph, Mallory  
No. Miami Beach, FL  
Judkowski, Guy  
Rydal, PA  
Jung, Esther  
Frankfurt, Germany  
Jung, Minna  
Quakertown, PA  
Justers, Samantha  
Atlanta, GA  
Kaiden, Jeffrey  
E. Northport, NY  
Kaiser, Ashley  
Piedmont, CA  
Kalos, Carolyn  
Larchmont, NY  
Kaneda, Yumiko  
Setauket, NY  
Kang, Jeannie  
Great Neck, NY  
Kaplan, Alysa  
E. Meadow, NY  
Kaplan, Shira  
Waban, MA  
Karlyn, Pamela  
Lynnfield, MA  
Karrmann, Kris  
Platteville, WI  
Karsch, Michael  
Lido Beach, NY  
Kass, Ronni  
Miami, FL  
Katchan, Brian  
Montreal, Canada

Katsivelos, Stephan  
New York, NY  
Katz, Daniel  
Hollywood, FL  
Kauffman, Jonathan  
Irving, TX  
Keeley, Kim  
Boulder, CO  
Kefalas, Cathy  
Lexington, MA  
Keller, Jenny  
Cape Elizabeth, ME  
Kim, Anna  
Melrose Park, PA  
Kim, Daniel  
Easton, PA  
Kim, David  
Grosse Ile, MI  
Kim, Jeanhee  
Roslyn, NY  
Kim, Jong Soo  
Elk Grove Village, IL  
Kim, Laura  
Coshocton, OH  
Kim, Paul  
Flushing, NY  
Kim, Paul J.  
Torrance, CA  
Kim, Roy  
Uniontown, PA  
Kim, Sharon  
Anchorage, AK  
King, Wendy  
Holland, MI



Kiriaty, Jacob  
No. Miami, FL  
Klein, Matthew  
Harrison, NY  
Knapp, Andrew  
Potomac, MD  
Knapp, John  
Potomac, MD  
Koh, Arnold  
Andover, MA  
Kohan, Irene  
Dix Hills, NY  
Koistinen, Janice  
Sepulveda, CA  
Korenblat, Ellen  
Little Rock, AR  
Kornet, John  
Cohasset, MA  
Kostecky, Suzanne  
Bethlehem, PA  
Kramer, Beth  
Potomac, MD  
Kramer, Carolyn  
Brooklyn, NY  
Kramer, Gary  
Glenside, PA  
Kramer, Margot  
San Francisco, CA  
Krieger, Michelle  
Ridgewood, NJ  
Krop, David  
No. Miami Beach, FL  
Kzesowski, Kenneth  
No. Reading, MA  
Kubicek, Marina  
Forest Hills, NY  
Kudzman, Kara  
Miami, FL  
Kuhn, Robert  
Clifton Forge, VA  
Kushner, Nina  
Providence, RI  
Kwa, Ellen  
New City, NY  
Kwak, Henry  
Closter, NJ

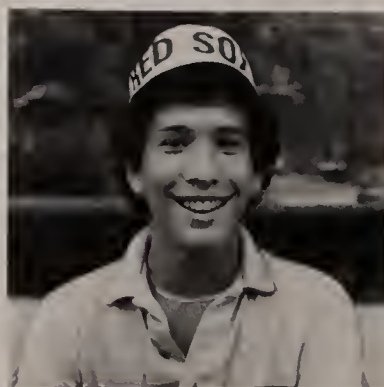
# THE STUDENTS 1984



Kwon, Hower  
Flushing, NY  
Kwon, Nancy  
Tappan, NY  
Lago, Lorraine  
Ponce, PR  
Lamarre, Jacques  
Milford, NH  
Lambert, Gary  
Geneva, Switzerland  
Lambrecht, Gretchen  
Ignacio, CO  
Land, Kathleen  
San Francisco, CA  
Lau, Mary  
Los Angeles, CA  
Lawrence, Garfield  
Cleveland, OH  
Lawrence, Tonya  
Pomfret, CT  
Lee, Clara  
Coshocton, OH  
Lee, Eric Anthony  
Santa Monica, CA  
Lee, Jennifer K.  
Potomac, MD  
Lee, Jennifer R.  
Bend, OR  
Lee, John  
New Hartford, NY  
Lee, Joong  
Hawthorne, CA  
Lee, Laura  
Erath, LA

Lee, Margaret  
Williamsville, NY  
Lee, Michael  
E. Amherst, NY  
Lee, Mina  
Youngstown, OH  
Lee, Robert  
McLean, VA  
Lee, Samuel  
Lexington, MA  
Lee, Silvia  
Springfield, OH  
Leete, Jamie  
Great Falls, VA  
Leff, Marc  
Old Westbury, NY  
Lehr, Amy  
Alexandria, VA  
Lesnick, Matthew  
Scarsdale, NY  
LeVeige, Debora  
E. Cleveland, OH  
Levine, Dana  
Miami, FL  
Levitt, Mala  
Framingham, MA  
Levy, Stacey  
Harrison, NY  
Lewis, Susan  
Sarasota, FL  
Lewis, Una  
Cleveland Hgts., OH  
Li, John  
São Paulo, Brazil  
Lierle, Christopher  
Palo Alto, CA  
Ligon, Kendall  
Houston, TX  
Linn, Keith  
Portland, OR  
Linvill, Anne  
Edina, MN  
Listengart, Joseph  
Providence, RI  
Litscher, Pascal  
Geneva, Switzerland

Litt, David  
Princeton, NJ  
Littke, Danielle  
Des Moines, IA  
Little, Rebecca  
Atlanta, GA  
Litvack, Cathy  
Margate, NJ  
Liu, Eric  
Wappingers Falls, NY  
Lloyd, Douglas  
Beverly Hills, CA  
Lopata, Scott  
Sherman Oaks, CA  
Lopez, Manuel  
Edcouch, TX  
Lopez, Roberto  
Vega Alta, PR  
Lopez-Galib, Raymond  
Caparra Hills, PR  
Low, Vanessa  
Cresskill, NJ  
Lugo, Raul  
Corpus Christi, TX  
Lydon, Jennifer  
Westwood, NJ  
Lynch, Stephen  
Manchester, NH  
MacKay, Rebecca  
Byfield, MA  
MacLennan, T. Stewart  
Scarsdale, NY  
Magid, Tiffany  
Omaha, NE  
Magnuson, Douglas  
Los Angeles, CA  
Mahoney, Thomas  
Maynard, MA  
Maio, Patricia  
Winchester, MA  
Maltzman, Reed  
Palo Alto, CA  
Manias, Spilios  
Athens, Greece  
Manning, Jay  
Los Angeles, CA  
Marin, Nadia  
Hyde Park, MA  
Markovich, Maria  
New Hartford, NY  
Marple, Caroline  
Weston, MA  
Marques, Cecilia  
Guaynabo, PR  
Martin, Anna  
Cambridge, MA  
Martinez, Ramiro  
Chicago, IL  
Mason, JoEllen  
Dallas, TX  
Massengill, Matthieu  
Andover, MA  
Matsui, Dai  
Tenaflly, NJ  
Matsuno, Susie  
Salinas, CA  
Mattern, Ann  
Abilene, TX  
Matthews, Meighan  
Haddam, CT  
Mattox, Kathy  
Memphis, TN  
May, Dorothy  
Lancaster, PA  
Mayer, Mark  
Margate, NJ  
Mayer, Marla  
Baton Rouge, LA  
Mayer, Scott  
Cresskill, NJ





# THE STUDENTS 1984



McCarrell, Trina  
Harvey, IL

McCombs, Christopher  
Holland, MI

McCormack, Daniel  
New York, NY

McFarland, Terri  
Lyme, CT

McGee, Dana  
Vernon, CT

McIntosh, Helen  
W. Newton, MA

McKay, Elizabeth  
Livingston, NJ

McKendrick, Courtney  
Laredo, TX

McLaine, Pamela  
Morrisville, PA

McLellan, Bonnie  
Andover, MA

McMillan, Stewart  
Larchmont, NY

McNeil, Carlyse  
Newark, NJ

McQuiddy, K. Leigh  
Fairfield, CT

McRae, Cheryl  
Brooklyn, NY

McStay, Dee  
Dallas, TX

McWilliams, Joyce  
Milwaukee, WI

Mehlman, Alison  
Princeton, NJ

Meisel, Jordan  
Hewlett Harbor, NY

Meltzer, Diana  
Palo Alto, CA

Menafee, Robert  
Dayton, OH

Mendez, Javier  
Vega Alta, PR

Merizon, Suzanne  
Neenah, WI

Merkatz, Andrew  
Rye, NY

Merritt, Amy  
Roslyn, NY

Michaud, Scott  
Lawrence, MA

Middleton, Elizabeth  
San Antonio, TX

Miller, Eldaa  
Albuquerque, NM

Miller, Holly  
Sarasota, FL

Mills, Catherine  
Lancaster, MA

Min, Patricia  
W. Nyack, NY

Miranda, Geraldo  
Cleveland, OH

Mitchell, Darrell  
Philadelphia, PA

Mitchell, Karen  
Needham, MA

Mitchell, Robert  
Providence, RI

Mitsotakis, Kyriakos  
Athens, Greece

Mody, Tara  
Encino, CA

Mohanty, Seema  
Richmond, VA

Monahan, Michael  
Joliet, IL

Monks, John  
Holden, MA

Montanarelli, Lisa  
Kingsville, MD

Moon, James  
Dix Hills, NY

Moore, Gary  
Dayton, OH

Moramarco, Stephen  
La Mesa, CA

Moran, Allison  
Chelmsford, MA

Morgan, Tyrone  
Camden, NJ

Morrill, Rebecca  
Providence, RI

Morris, Ursula  
Memphis, TN

Morton, John  
Camden, NJ

Moss, Richard  
Ninety Six, SC

Motoshige, J. Robert  
La Jolla, CA

Mueller, Elliott  
Briarcliff Manor, NY

Muller, John  
Saratoga Springs, NY

Murphy, Karen  
Los Angeles, CA

Murray, Tijuana  
Chicago, IL

Muse, Brier  
Hong Kong

Myers, Herbert  
Short Hills, NJ

Nakayama, Manabu  
Kew Gardens, NY

Nakornthab, Ezra  
Laurel Hollow, NY

Nash, Jonathan  
London, England

Nbzibah, Kwame  
Brooklyn, NY

Nelson, Paul  
Jackson, MS

Nelson, Susan  
Montville, NJ

Nesmith, Emmilyn  
Philadelphia, PA

Nickels, Lauren  
Pacific Palisades, CA

Nieberg, Paul  
Los Angeles, CA

Nimatallah, Leila  
Chevy Chase, MD

Nixon, Victoria  
Miami Beach, FL

Nomoto, Shigeo  
Larchmont, NY

Oates, Carolyn  
Germantown, IN

O'Brien, Jeannemarie  
Rockville Center, NY

O'Connor, Maureen  
Atlanta, GA

Odman, Peter  
Geneva, Switzerland

O'Laughlin, Lisa  
Andover, MA

O'Neal, D. Mason  
Boston, MA

Osborne, Sarah  
Arlington, TX

Pacheco, Virginia  
Santo Domingo, DR

Palla, Regina  
Madrid, Spain

Papastavros, Nicholas  
Weston, MA

Park, Eugene  
Allendale, NJ

Park, Heejoon  
Watertown, CT

Park, Inna  
Neenah, WI



# THE STUDENTS 1984

Park, Richard  
La Jolla, CA  
Paulsen, Mike  
Bend, OR  
Pay, Allison  
San Diego, CA  
Peck, Daniel  
Richmond, VA  
Peck, Jacki  
W. Orange, NJ  
Peire, Ma Del Mar  
Madrid, Spain  
Pels, Rebecca  
Rome, GA  
Peng, Shih-Wei  
Honolulu, HI  
Pepin, Henri  
Viroflay, France  
Perine, Casey  
Milwaukee, WI  
Perlman, Douglas  
Westport, CT  
Paternick, Marcie  
Potomac, MD  
Peters, Alex  
Seattle, WA  
Peters, Marc  
La Jolla, CA  
Phillips, Matthew  
Parsippany, NJ  
Phoungcherdchoo, Dao  
Park Ridge, IL  
Phoungcherdchoo, Duen  
Park Ridge, IL  
Plowman, Melanie  
Little Rock, AR  
Poindexter, Valerie  
Atlanta, GA  
Pollack, Kenneth  
Nashville, TN  
Pollack, Susan  
San Diego, CA  
Porter, Shana  
Chicago, IL  
Portet, Jordi  
Santo Domingo, DR



Portet, Maria  
Santo Domingo, DR  
Post, Illana  
Saddle River, NJ  
Powell, Lisa  
Portland, OR  
Powers, Kathy  
Brooklyn, NY  
Pozzo, Margaret  
Los Angeles, CA  
Pradera, Irama  
Vizcaya, Spain  
Primous, Commodore  
Memphis, TN  
Principal, Arnold  
New York, NY  
Prior, Jennifer  
Honolulu, HI  
Purdy, Henry  
Swarthmore, PA  
Rachlin, Clifford  
New York, NY  
Ramos, Ana  
Corpus Christi, TX  
Rand, Jennifer  
Rydal, PA  
Rauseo, Charles  
Lynnfield, MA  
Reckinger, Sam  
Schoenfels, Luxembourg  
Reddy, Anne  
Dubuque, IA  
Reed, Andrew  
Acton, MA

Reeves, Martha  
Selma, AL  
Rennert, Jill  
Demarest, NJ  
Rett, Christopher  
Milford, NH  
Rhee, Seung Yeon  
Framingham, MA  
Rhodes, Julia  
Bridgeport, CT  
Rhooms, Althea  
Brooklyn, NY  
Rice, Jennifer  
Kentfield, CA  
Rich, Karen  
Forest Hills, NY  
Richardson, Leah  
Glen Gardner, NJ  
Ricks, Francine  
Los Angeles, CA  
Rios, Nellie  
Los Angeles, CA  
Rivera, Jennifer  
New York, NY  
Roach, Patricia  
Hudson, MA  
Robbins, Matthew  
La Jolla, CA  
Roberson, Paula  
Milwaukee, WI  
Roberts, Daniel  
Los Angeles, CA  
Robinson, Pamela  
Memphis, TN  
Roddis, Grace  
Milwaukee, WI  
Rodriguez, Jorge  
Caparra Hghts., PR  
Rodriguez, Kathy  
McAllen, TX  
Rogers, Lyndsey  
Alexandria, VA  
Roman, Antonio  
Ponce, PR  
Roman, Lourdes  
Ponce, PR

Romero, Gilberto  
San Juan, TX  
Rosado, Luis  
Chicago, IL  
Rosell, Kamala  
Memphis, TN  
Rosenbaum, Marcy  
Jersey City, NJ  
Rosenbaum, Robert  
Scarsdale, NY  
Rosenberg, Kenneth  
Scarsdale, NY  
Rosenberg, Rhonda  
Tenaflly, NJ  
Rosof, Deborah  
Briarcliff, NY  
Ross, Nancy  
Beverly Hills, CA  
Ross, Steven  
Cherry Hill, NJ  
Rothberg, Abra  
Summit, NJ  
Rottenberg, Linda  
Newton, MA  
Ruamsuke, Skao  
Bangkok, Thailand  
Ruderman, Julien  
Etang-la-Ville, France  
Rumsey, Darcie  
Oklahoma City, OK  
Ryan, Meagan  
Piedmont, CA  
Sacks, Steven  
Scarsdale, NY  
Sage, Daniel  
Syracuse, NY  
Salamon, Mark  
Rye Brook, NY  
Saltzman, Jennifer  
Woodbridge, CT  
Samford, Virginia  
Avondale Estates, GA  
Sanders, Larry  
Miami, FL  
Sanford, Louie  
Jackson, MS



# THE STUDENTS 1984



Sanguanruang, Soan  
Greenlawn, NY

Santos, Marcos  
Dorchester, MA

Santos, Mylene  
Encino, CA

Savin, Sally  
Woodbridge, CT

Schaffer, Jeff  
S. Orange, NJ

Schechter, Alison  
New York, NY

Schein, Aviva  
Scarsdale, NY

Scherr, Stephanie  
Poughkeepsie, NY

Schick, Courtney  
No. Andover, MA

Schlauch, Karen  
Charleston, IL

Schwartz, Emily  
Bayside, NY

Schwartz, Thea  
Woodbridge, CT

Scott, Tina  
Merrick, NY

Screven, Anthony  
Dayton, OH

Scroggins, Tessie  
New York, NY

Segal, Nancy  
Winthrop, ME

Segel, Hope  
Oceanside, NY

Seiden, Adam  
Pittsburgh, PA

Selkin, Robert  
Dix Hills, NY

Senzer, Noelle  
Millburn, NJ

Sewall, Kimberly  
Lincoln, MA

Shack, Jodelyn  
Short Hills, NJ

Shaheen, Simone  
Utica, NY

Shapiro, Amy  
Needham, MA

Shapiro, Andrew  
New York, NY

Shapiro, Annie  
New York, NY

Shapiro, Joel  
Rye Brook, NY

Shapss, Wendy  
E. Northport, NY

Sharp, Douglas  
Dix Hills, NY

Shaw, John  
Gainesville, FL

Sheehan, Michael  
Stanford, CA

Sheppe, Matthew  
Scarsdale, NY

Sherwood, Christopher  
Waban, MA

Sherwood, Stefan  
Waban, MA

Shim, James  
Williamsville, NY

Shimura, Haruyuki  
Princeton, NJ

Shin, Helen  
Livingston, NJ

Shin, Irene  
Dix Hills, NY

Shirley, Michelle  
Shiprock, NM

Siegel, Henry  
Mamaroneck, NY

Siegel, Howard  
Short Hills, NJ

Siegel, Jennifer  
Short Hills, NJ

Siegel, Stephanie  
Los Angeles, CA

Silveira, Douglas  
Wakefield, MA

Silverman, Judith  
New Rochelle, NY

Simon, Erik  
Scarsdale, NY

Simon, Jodi  
Monsey, NY

Simon, Neal  
No. Woodmere, NY

Simons, Karen  
Swampscott, MA

Simpson, Tracy  
Dallas, TX

Slater, Tracy  
W. Newton, MA

Slosberg, Thomas  
Chestnut Hill, MA

Smith, Alisa  
Milwaukee, WI

Smith, Colin  
Boston, MA

Smith, Hamilton  
Memphis, TN

Smith, Karen  
Philadelphia, PA

Smith, Ronald  
Fresno, CA



Smothers, Chandra  
Memphis, TN

Snyder, Hannah  
New Canaan, CT

Snyder, Will  
Dallas, TX

Sohn, David  
Seal Beach, CA

Solomon, Robert  
Westbury, NY

Som, Jamie  
New York, NY

Sommer, Cindy  
Oceanside, NY

Song, John  
New City, NY

Song, William  
Ambler, PA

Soto, Evelyn  
Camden, NJ

Speight, Thomara  
Washington, DC

Spreckelmeyer, Paul  
Memphis, TN

Spurr, Judith  
Anchorage, AK

Stafford, Joy  
Andover, MA

Starr, Deborah  
Worcester, MA

Steglitz, Brian  
S. Orange, NJ

Steinerman, Andrew  
Woodmere, NY

Steinman, William  
Waitsfield, VT

Stephens, Christopher  
New York, NY

Sterling, John  
Portland, OR

Stern, Simon  
New York, NY

Stevens, Amy  
Potsdam, NY

Stewart, Kathleen  
New York, NY

THE STUDENTS 1984



Strain, Mark  
W. Columbia, TX  
Strauss, Wayne  
Englewood Cliffs, NJ  
Streiber, Andrew  
Pacific Palisades, CA  
Stringfellow, Steven  
Louisville, KY  
Stroede, Cecilia  
Sarasota, FL  
Su, Melinda  
Dix Hills, NY  
Sullivan, Larry  
Palo Alto, CA  
Sullivan, Ross  
Dartmouth, MA  
Sun, James  
Memphis, TN  
Sunew, John  
Scarsdale, NY  
Tager, Patricia  
No. Miami Beach, FL  
Takaya, Riya  
Tokyo, Japan  
Talbot, Cecil  
Louisville, KY  
Tanenbaum, Jeff  
Van Nuys, CA  
Tang, Chalee  
Newton Highlands, MA  
Tarr, Andrew  
Rutland, VT  
Taylor, Andrea  
St. Louis, MO

Taylor, Blair  
Memphis, TN  
Taylor, Tracey  
Denver, CO  
Teets, Amy  
Westlake Village, CA  
Theodore, Dickens  
Dorchester, MA  
Thies, Arno  
Portland, OR  
Thomas, Keith  
Plantville, CT  
Thomas, Monica  
Louisville, KY  
Thompson, Marnita  
E. Cleveland, OH  
Thumann, Chad  
Los Angeles, CA  
Tipper, Kim  
Waterville, ME  
Tittel, Alex  
Houston, TX  
Tolbert, Gloria  
Atlanta, GA  
Tonachel, Luke  
No. Reading, MA  
Topol, B. J.  
Tahoe City, CA  
Tourolle, Bruno  
Croissy Sur Seine, France  
Towles, Kimbrough  
Westwood, MA  
Trane, Sarah  
La Crosse, WI  
Tuck, Sarah  
Vicksburg, MS  
Tung, Austin  
New Canaan, CT  
Turchi, Dina  
Margate, NJ  
Turchi, Robert  
Margate, NJ  
Turkus, Alan  
Livingston, NJ  
Turner, John  
Grafton, WV

Turner, Monique  
Cleveland, OH  
Turner, Tricia  
Encino, CA  
Uhrig, Dawn  
St. Louis, MO  
Upshaw, Crystal  
Mattapan, MA  
Utle, Jennifer  
Memphis, TN  
Uzielli Demari, Ilaria  
Milano, Italy  
Vega, Alejandro  
Chicago, IL  
Velez, Venus  
New York, NY  
Voigt, Karen  
Homburg, W. Germany  
Vollins, James  
Jericho, NY  
Wachs, Joel  
Short Hills, NJ  
Wachter, Jennifer  
Hillsborough, CA  
Wadler, Beth  
Tenafly, NJ  
Wakeman, Heidi  
Rockport, MA  
Wallace, Bruce  
Brooklyn, NY  
Walton, Cynthia  
Little Rock, AR  
Wang, Jane  
Taipei, Taiwan  
Warnken, Wayne  
Scarsdale, NY  
Wasserman, Todd  
Springfield, NJ  
Waters, Nichelle  
Camden, NJ  
Watson, Camille  
Oakland, CA  
Watson, Johnnie  
Atlanta, GA  
Watt, Kathryn  
Orono, ME

Watts, Roderick  
Louisville, KY  
Waxman, Robert  
Hollis, NY  
Webb, James  
Fryeburg, ME  
Weiss, Andrew  
Beverly Hills, CA  
Welch, James  
Scarsdale, NY  
Wells, Ann  
Nashville, TN  
Wen, Alvin  
Worcester, MA  
Wertheimer, David  
Dallas, TX  
Westbrook, Wendell  
Chicago, IL  
Weylman, Janet  
Winchester, MA  
Wheeler, Mona  
Memphis, TN  
White, Erika  
Newburgh, NY  
White, Marcy  
Quebec, Canada  
Whitlow, Joy  
Providence, RI  
Wilcox, Jace  
Atlanta, GA  
Wilkins, Edward  
Cleveland, OH  
Williams, David  
Kinston, NC





# THE STUDENTS 1984

Williams, Jeffrey  
Bronx, NY

Williams, Lynda  
Newark, NJ

Williams, Robert  
Memphis, TN

Williams, Rodney  
Atlanta, GA

Willms, Kura  
Pacific Palisades, CA

Wilson, Chris  
Pasadena, CA

Wilson, Kristin  
Westlake Village, CA

Wilson, Tom  
Chinle, AZ

Winkler, John  
Overland Park, KS

Winton, Amy  
Weston, CT

Winton, Candace  
Portola Valley, CA

Winzelberg, Gary  
Westfield, NJ

Wise, Michelle  
Colorado Springs, CO

Wolter, Douglas  
Appleton, WI

Wong, Mathew  
Providence, RI

Wongse-Sanit, Varongrat  
Crown Point, IN

Woods, John  
Lynnfield, MA

Woolley, Michele  
La Jolla, CA

Wu, Yi Jin  
Northridge, CA

Wynne, Brian  
Tarzana, CA

Xing, Qiao  
Beijing, China

Yates, Virginia  
Canandaigua, NY

Yen, William  
La Jolla, CA

Yim, Derrick  
Studio City, CA

Yocum, Stephanie  
Toledo, OH

Yoon, James  
Canfield, OH

Yoon, Yong-Chul  
Bayside, NY

Yu, Fu-Zhong  
Heilongjiang Prov., R.O.C.

Yu, Hong-Sze  
Santa Monica, CA

Yu, Michael  
Dallas, TX

Yu, William  
Palos Park, IL

Yun, Andy  
Bethesda, MD

Yun, Cecilia  
Springfield, PA

Yunis, Peter  
Teaneck, NJ

Zakian, Taline  
Athens, Greece

Zalk, Julie  
Salem, NH

Zalkowitz, Howard  
Wyckoff, NJ

Zapf, Jennifer  
Fort Washington, PA

Zedd, John  
Richmond, VA

Zemp, Simone  
Beverly Hills, CA

Zieve, Jessica  
Gladwyne, PA

Zippin, Beth  
Millburn, NJ



## The Faculty 1984



- |  |  |
|--|--|
| Abbot, David, B.S.<br><i>Encounter, HC</i>               | Brown, Pamela, M.Ed.<br><i>(MS)<sup>2</sup></i>          |
| Adair, Jordan, B.A.<br><i>English</i>                    | Brown, Theresa, B.S.<br><i>Mathematics</i>               |
| Ament, Kristina, B.A.<br><i>TA in English</i>            | Buehner, William, M.A.<br><i>English</i>                 |
| Apgar, Charles, M.A.T.<br><i>Physics</i>                 | Bunnell, James, M.A.<br><i>Director</i>                  |
| Argyros, Ellen, B.A.<br><i>English</i>                   | Bunnell, Katherine, A.B.<br><i>Administrative Ass't.</i> |
| Asher, Joseph, B.A.<br><i>TA in English</i>              | Bunnell, Thomas, B.A.<br><i>TA in History</i>            |
| Avery, Vincent, S.T.D.<br><i>Philosophy</i>              | Burdman, Pamela<br><i>TA in ESL</i>                      |
| Bade, Donald, B.B.A.<br><i>Comptroller</i>               | Burton, Jan, B.A.<br><i>HC</i>                           |
| Bailey, Carroll, J.D.<br><i>Director of Work Program</i> | Camp, Bryan, B.A.<br><i>English, HC</i>                  |
| Bajalovic, Dragana, A.D.<br><i>Music</i>                 | Cassuto, Leonard, B.A.<br><i>English, HC</i>             |
| Baker-Carr, Katherine, A.B.<br><i>TA in Mathematics</i>  | Cienki, Alan, M.A.<br><i>TA in Russian</i>               |
| Baldwin, Merri, A.B.<br><i>TA in English</i>             | Cioffi, Sandra, B.A.<br><i>TA in Psychology</i>          |
| Bardo, Seth, M.A.T.<br><i>HC</i>                         | Clough, Edward<br><i>Music</i>                           |
| Bayard, Yolande, M.A.<br><i>French</i>                   | Colon, Noel, B.S.<br><i>TA in Chemistry</i>              |
| Bensley, Audrey<br><i>Ceramics</i>                       | Cone, Thomas, M.A.T.<br><i>Biology</i>                   |
| Benson, Peter, M.A.L.S.<br><i>Physics</i>                | Connors, Catherine, B.A.<br><i>TA in ESL</i>             |
| Benson, Kim, B.S.<br><i>TA in Science</i>                | Consiglio, Catherine, M.M.<br><i>Music</i>               |
| Bergeron, Katherine, B.A.<br><i>Music</i>                | Consiglio, Sandy, M.M.<br><i>Music</i>                   |
| Bernieri, Louis, M.A.T.<br><i>(MS)<sup>2</sup></i>       | Cortez, Alan, B.S.<br><i>Science</i>                     |
| Bixby, Peter, B.A.<br><i>TA in English</i>               | Couch, James, M.A.<br><i>Spanish</i>                     |
| Bond, Jennifer, B.A.<br><i>Astronomy, HC</i>             | Coulter, Andrew, B.A.<br><i>TA in English</i>            |
| Boots, Robin, M.A.<br><i>English, HC</i>                 | Cox, James<br><i>Encounter</i>                           |
| Boykins, DeRayne, B.S.<br><i>TA in (MS)<sup>2</sup></i>  | Crawford, Colin, M.A.<br><i>English, HC</i>              |



# THE FACULTY 1984

d'Albertis, Deirdre, B.A.  
*TA in English*

Davis, Patricia, B.S.  
*TA in (MS)<sup>2</sup>*

Davis, Tami, M. Phil.  
*History, HC*

Day, Jennifer, B.A.  
*Art*

DeJong, Sandra, B.A.  
*Director of Competence*

Dempsey, Timothy  
*HC*

DeVeza, Robert, M.A.  
*Mathematics, HC*

Dowd, Allen, B.A.  
*Radio Production*

Dufour, Ronald, Ph.D.  
*History*

Eastman, Sarah, B.A.  
*English, HC*

Farrar, Brice  
*Music*

Farrar, Ned, B.M.Ed.  
*Music*

Feinberg, Robert, B.A.  
*TA in History*

Finn, Mary, B.A.  
*Radio Production*

Fleischhacker, Jerry, M.A.  
*History, HC*

Flynn, Joseph, B.A.  
*Science, HC*

Foell, Kristie, B.A.  
*TA in Philosophy*

Ford, Mardie, M.S.  
*History*

Fraser, Jean, B.A.  
*TA in History*

Freels, Anne, B.A.  
*TA in English*

Friedland, Peggy  
*Music*

Garfinkel, Stephen, B.A.  
*TA in English*

Gibeau, Peter, B. Mus.  
*Music*



Gibert, John, B.A.  
*English, HC*

Goldsberry, Paul, M. Mus.  
*Music*

Gordon, Jennifer, M.A.  
*English, HC*

Gorelli, Julian, B.A.  
*History, HC*

Gottfried, Roy, Ph.D.  
*English*

Grice, Steve  
*Encounter, HC*

Hajjar, Daniel, B.A.  
*Computer Ass't., HC*

Hale, Dori, M.A.  
*English*

Ham, Gretchen, B.S.  
*Biology, HC*

Hamilton, Judy, M.Ed.  
*HC*

Hamilton, Thomas  
*(MS)<sup>2</sup>*

Hammons, Laura, B.A.  
*Music, HC*

Hannah, Frank, M.A.  
*(MS)<sup>2</sup>*

Hayes, Preston, M.A.T.  
*Chemistry, HC*

Holley, Leon, M.A.  
*(MS)<sup>2</sup>*

Hopkins, John, Ed.M.  
*Director of Trips & Tours*

Howell, Sam, B.S.  
*Play Production Workshop*

Irwin, David, M.M.  
*English, HC*

Johnson, Miranda, B.A.  
*Dean*

Kelsey, Mary  
*Art*

Kircher, Timothy, M.A.  
*History, HC*

Kite, David, B.A.  
*TA in Philosophy*

Knapp, Jeffrey, M.A.  
*English, HC*

Kohn, Alfie, M.A.  
*Philosophy, Psychology*

Korsun, Liza, B.A.  
*Russian, HC*

Kuhlman, Douglas, Ph.D.  
*(MS)<sup>2</sup>*

Kuhlman, Terry, M.A.  
*HC*

Lahey, Lisa, M.Ed.  
*Psychology*

Lamm, Robert, B.S.  
*TA in Mathematics*

Lawrence, Jill, B.Ed.  
*Encounter, HC*

Levin, Andrew, B.A.  
*TA in Mathematics*

Levin, Katherine, B.A.  
*TA in English*

Levins, Robert, B.A.  
*English, HC*

Lewis, Mary Ann, B.A.  
*TA in Psychology*

LiCalsi, Lynn, A.B.  
*Latin, HC*

Lieberman, Rhonda, B.A.  
*TA in Art*

Loeb, David, B.A.  
*TA in English*

Long, Philip, B.M.  
*Music*

Lorenço, Peter  
*HC*

Lyons, John, B.A.  
*Journalism*

Marks, Jack, B.A.  
*Psychology*

Marlowe, Jonathan, Ph.D.  
*Psychological Consultant*

McKee, Jean, B.A.  
*Director of Admissions*

Mercuri, James, B.A.  
*TA in Science*

Meyer, Christopher, B.A.  
*English, HC*

Minné, Ronn, Ph.D.  
*Science, HC*

Monaco, Vincent, M.M.  
*Music*

Mooney, James, Ph.D.  
*Physics, Electronics, HC*

Moore, David, B.S.  
*(MS)<sup>2</sup>*

Munro, Sara, B.A.  
*TA in English*

Namerow, Lisa, B.A.  
*Psychology, HC*

Noyes, Alison, B.A.  
*TA in ESL*

Olans, Lori, B.A.  
*TA in Science*

O'Melinn, Liam, B.A.  
*Philosophy, HC*

Palmer-Fernandez, Gabriel,  
M.T.S.  
*Psychology, HC*

Paradis, Andrea, B.A.  
*ESL, HC*

Patel, Ashvin, B.A.  
*(MS)<sup>2</sup>*



# THE FACULTY 1984



Pearson, Peggy  
*Music*

Pesce, Robert, M.Ed.  
*(MS)<sup>2</sup>*

Pillay, Thilairani, M.A.  
*ESL, HC*

Pocchiari, Ronald  
*TA in Science*

Pottle, David, Ph.D.  
*Assistant Director*

Pottle, Phyllis  
*HC*

Powell, Phyllis, M.A.  
*English*

Price, Douglas  
*Coach*

Quattlebaum, Edwin, Ph.D.  
*Dean*

Quattlebaum, Ruth, M.A.  
*Calligraphy, HC*

Quintal, Lisa, B.A.  
*TA in French*

Ragent, Larry, B.M.  
*Music*

Read, Abigail, B.A.  
*Art*

Regan, Martha  
*TA in Play Production*

Regan, Timothy  
*Play Production*

Rice, Margo, B.A.  
*Oceanography, HC*

Richards, Timothy  
*TA in Psychology*

Richardson, James, M.A.  
*College Counselor, HC*

Robbins, Lewis, M.S.  
*Director of Computing*

Robbins, Lynne, M.S.  
*Director, O.W.H. Library*

Romer, Anna, M.A.T.  
*ESL*

Rosenblum, Deborah, A.B.  
*TA in Journalism*

Russian, Amy, B.A.  
*TA in English*

Rutter, Lynn, M.A.T.  
*Encounter, HC*

Salomon, Manjula, Ed.D.  
*ESL*

Salomon, Stuart, M.A.T.  
*Director of ESL, HC*

Santiago, Myrna, B.A.  
*TA in (MS)<sup>2</sup> and Spanish*

Sargeant, Rudelle, B.S.  
*TA in (MS)<sup>2</sup>*

Saul, David, A.B.  
*Art*

Sayers, Barbara, M.S.  
*Psychological Counselor*

Scott, Deborah, B.A.  
*HC*

Silbaugh, Hugh, B.A.  
*English, HC*

Slade, Emmanuel, B.A.  
*(MS)<sup>2</sup> College Counselor*

Slayton, Julia, M.Div.  
*Chaplain, Philosophy*



Smith, Bruce, M.A.  
*English*

Smith, Jessica, B.S.  
*TA in Science*

Smith, Margaret, B.A.  
*TA in Latin*

Smith, Nathaniel, M.A.  
*(MS)<sup>2</sup>*

Snowber, Timothy, B.A.  
*TA in English*

Southworth, Peter, B.A.  
*Director of Encounter, HC*

Souvaine, Emily, Ed.M.  
*Dean*

Steinert, Sylvia, B.A.  
*TA in English*

Sullivan, James, B.S.  
*Trainer*

Thomas, Eric, B.M.  
*Music*

Thomas, Margaret, M.Ed.  
*ESL, HC*

Thomas, William, M.F.A.  
*Director of Music Program*

Thompson, Jeffrey, B.F.A.  
*Publication Photographer*

Thorn, Craig, M.A.  
*English*

Tomlinson, Glenn, B.A.  
*Art*

Tran, Loc, B.A.  
*Mathematics, HC*

Truxes, An-Ming, M.A.T.  
*HC*

Truxes, Thomas, M.A.  
*Economics*

Veenema, Shirley, M.A.  
*Art, HC*

Ventre, James, B.A.  
*HC*

Vickers, William, M.Ed.  
*Mathematics*

Vine, Brent, Ph.D.  
*English, HC*

Wagenhals, Ann, A.B.  
*History, HC*



Walker, Edith, M.A.  
*(MS)<sup>2</sup>*

Warner, Sally Slade, Ch.M.  
*Carillonneur*

Washburn, Andrew, B.S.  
*Mathematics*

Washburn, Catherine, B.F.A.  
*HC*

Washburn, Elizabeth, B.A.  
*Director of Afternoon Activities, HC*

Washburn, Peter, B.A.  
*Mathematics*

Weber, Harold, M.S.  
*Mathematics, HC*

Weinstein, Cindy, B.A.  
*English, HC*

Wilson, Richard  
*Music*

Winebrenner, Anne, B.A.  
*TA in English*

Winter, Eugene, M.Ed.  
*Archaeology*

Ye, Byung  
*TA in (MS)<sup>2</sup>*

Young, Brenda, B.S.  
*HC*

Young, Victor, B.S.M.E.  
*Director of (MS)<sup>2</sup> Program*



# 1984 STATISTICAL INFORMATION

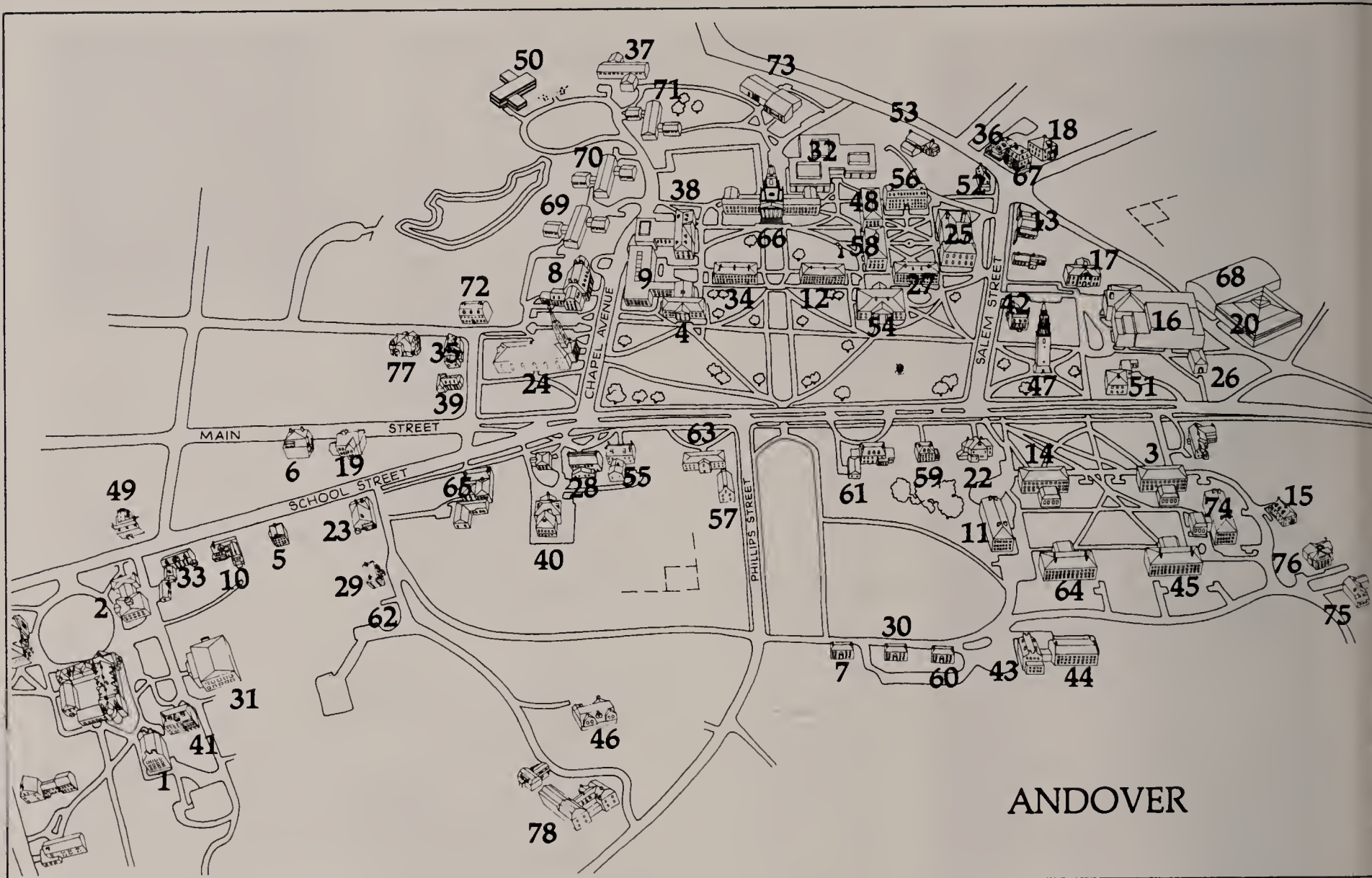


## Geographical Distribution

Alabama	3	Texas	34
Alaska	2	Vermont	5
Arkansas	7	Virginia	11
Arizona	1	Washington	4
California	101	West Virginia	1
Colorado	7	Wisconsin	18
Connecticut	21	Brazil	2
District of Columbia	3	Canada	6
Florida	24	Republic of China	2
Georgia	17	England	1
Hawaii	2	France	10
Illinois	21	Germany	5
Indiana	4	Greece	8
Iowa	2	Hong Kong	1
Kansas	4	Italy	1
Kentucky	9	Korea	1
Louisiana	4	Luxembourg	1
Maine	9	Madagascar	1
Maryland	10	Republic of Dominica	5
Massachusetts	87	Spain	4
Michigan	6	Switzerland	7
Minnesota	2	Taiwan	1
Mississippi	6	Thailand	1
Missouri	3		
Montana	1		
Nebraska	3		
Nevada	1		
New Hampshire	5		
New Jersey	82		
New Mexico	3		
New York	157		
North Carolina	9		
Ohio	22		
Oklahoma	1		
Oregon	14		
Pennsylvania	28		
Puerto Rico	17		
Rhode Island	7		
South Carolina	2		
South Dakota	3		
Tennessee	24		

## Enrollment

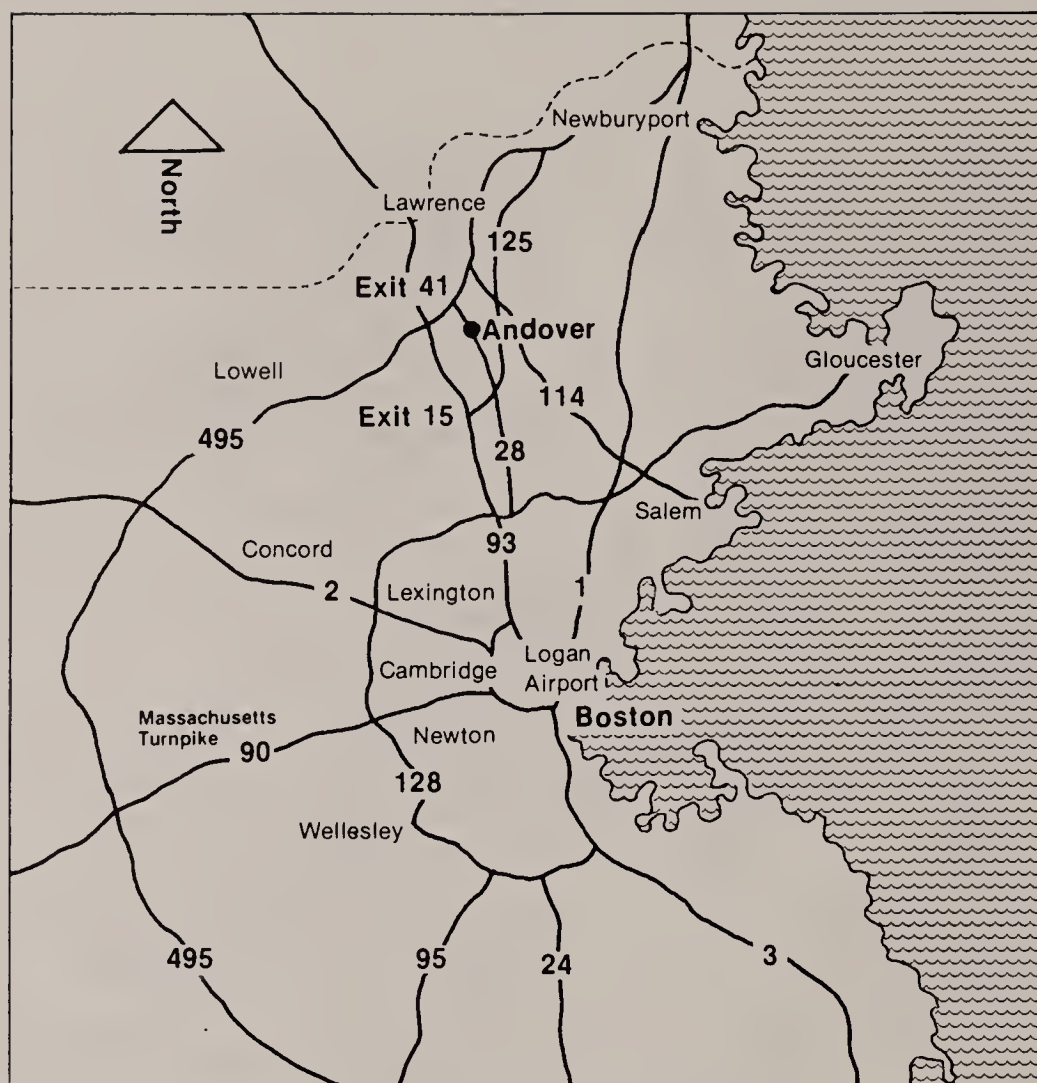
	Boys	Girls	Total
Rising 10th Graders	29	31	60
Rising 11th Graders	222	260	482
Rising 12th Graders	158	149	307
Postgraduates	7	8	15
	416	448	864
Boarding Students			854
Day Students			10





## INDEX TO BUILDINGS

1. Abbey House\*
2. Abbot Hall
3. Adams Hall\*
4. Addison Art Gallery
5. Alumni House\*
6. America House\*
7. Andover Cottage\*
8. Andover Inn
9. Arts Center
10. Bailey House\*
11. Bancroft Hall\*
12. Bartlet Hall\*
13. Benner House (Ceramics)
14. Bishop Hall\*
15. Blanchard House\*
16. Borden and Memorial Gymnasiums
17. Bulfinch Hall (English)
18. Burt House\*
19. Carter House\*
20. Case Memorial Cage
22. Churchill House\*
23. Clement House\*
24. Cochran Chapel
25. Commons (Dining Hall)
26. Cooley House
27. Day Hall\*
28. Double Brick House\*
29. Draper Cottage\*
30. Eaton Cottage\*
31. Engineering Building
32. Evans Hall (Science)
33. Flagg House\*
34. Foxcroft Hall\*
35. French House\*
36. Frost House\*
37. Fuess House\*
38. George Washington Hall
39. Graham House
40. Graves Hall (Music)
41. Hall House\*
42. Hardy House
43. Isham Hall\*
44. Isham Infirmary
45. Johnson Hall\*
46. Junior House\*
47. Memorial Bell Tower
48. Morse Hall (Mathematics)
49. Morton House\* (Alumnae)
50. Nathan Hale House\*
51. Newman House\*
52. Newton-Hinman House\*
53. Nineteen Twenty-Four House
54. Oliver Wendell Holmes Library
55. Park House
56. Paul Revere Hall\*
57. Peabody House
58. Pearson Hall (Classics)
59. Pease House\*
60. Pemberton Cottage\*
61. Phelps House
62. Power Plant
63. R. S. Peabody Foundation  
and Archaeological Museum
64. Rockwell Hall\*
65. Samaritan House\*
66. Samuel Phillips Hall (History and  
Modern Foreign Language)
67. Smith House\*
68. Sumner Smith Hockey Rink
69. Stearns House\*
70. Stevens House\*
71. Stimson House\*
72. Stowe House\*
73. Elbridge Stuart House\*
74. Taylor Hall\*
75. Thompson House\*
76. Tucker House\*
77. Whitney House\*
78. Williams Hall\*



### TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 15, then turn right (east) on Route 125 for 2 miles. Turn right onto Route 28 and go north about 4 miles to the Andover campus. Turn right at the Bell Tower on the corner of Route 28 and Salem Street and then take the first possible left off Salem Street onto the inner campus road. The Summer Session office is marked by a sign at the road's edge at the north entrance to Samuel Phillips Hall.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs.

From Route 495 north or south take the exit marked "Andover" and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of the Andover center. Turn left on Salem Street, by the Bell Tower.

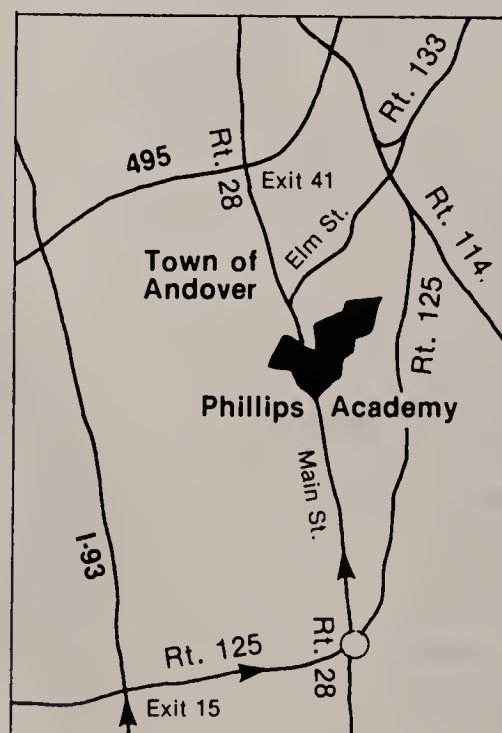
The Trombly Motor Coach Service runs buses to Andover from Boston. Buses run approximately every hour, 7:30 a.m. to 11:00 p.m., Monday through Saturday, and from 10:30 a.m. to 11:00 p.m. on Sunday. Visitors should call the bus company, 686-9703, for up-to-date information.

### Inns and Motels in the Area

Andover Inn  
Chapel Avenue, Andover  
Telephone 617-475-5903

Sheraton Rolling Green Motor Inn  
Lowell Street, Andover  
Telephone 617-475-5400

Merrimack Valley Motor Inn  
Route 125, Chickering Road  
North Andover  
Telephone 617-688-1851





# INDEX OF COURSES

## Major Courses

THE VISUAL ARTS, 21  
Intensive Studio Art  
DRAMA AND RADIO, 22  
Play Production Workshop  
Radio Production  
ENGLISH, 23-27  
Competence in Reading and Writing  
Creative Writing  
Newspaper Production  
English as a Second Language  
Modern European and American  
Fiction  
The Literature of the Bizarre  
Beyond Competence  
HISTORY, ECONOMICS, AND  
POLITICS, 28-32  
American History via the Novel  
Colonial History and the American  
Revolution  
European History through Biography  
American Culture in the 1950s and  
1960s  
Law, Politics, and Society  
An Introduction to Economics  
Archaeology  
International Relations  
LANGUAGES, 33-35  
Elementary Russian  
Elementary Chinese  
Elementary German  
Intensive Beginning Latin  
Intermediate and Advanced French  
Intermediate and Advanced Spanish  
MATHEMATICS, 36  
Intermediate Algebra  
Probability and Statistics  
Pre-Calculus  
Calculus

MUSIC, 37-39  
Chamber Music Program  
PHILOSOPHY AND PSYCHOLOGY,  
40-44  
Existentialist Thought  
Law and Morality  
Plato and Aristotle  
Social Psychology  
Social Psychology/Living,  
Loving, and Learning  
Psychology, Contemporary Issues  
SCIENCE, 45-47  
Introductory Physics  
OCEANS, 45  
Intensive Beginning Chemistry  
Modern Astronomy  
Animal Behavior  
Human Physiology  
Comparative Vertebrate Biology  
Advanced Experimental Chemistry

## Minor Courses

ART, PHOTOGRAPHY, AND FILM,  
49-50  
Ceramics  
Photography  
Graphics and Photography  
Studio Art  
Hitchcock: Suspense & Cinema  
Film Comedy  
ENGLISH, 51-54  
Basic Exposition  
Writing About Literature  
Research Paper  
Etymology and Semantics  
Contemporary Literature  
Roman Comedy and Greek Tragedy  
Heroic Women in Contemporary  
Literature  
Spies, Terrorists, and  
Revolutionaries  
The Adolescent in Literature  
The National Pastime  
Speech and Debate  
German Literature

HISTORY, ECONOMICS, AND  
POLITICS, 55-57  
International Relations  
The Supreme Court and  
the Constitution  
Money, Banking and the  
Economy  
The Soviet Union Today  
The Nuclear Question  
Human Rights  
Propaganda, Advertising,  
and the Mass Media  
LANGUAGES, 58  
Introduction to  
Language  
Conversational Spanish  
Conversational French  
MATHEMATICS, 59-60  
Intermediate Algebra  
Computer  
Trigonometry  
MUSIC, 61  
Chorus  
Symphony Orchestra  
The Broadway Musical  
PHILOSOPHY, PSYCHOLOGY  
AND RELIGION, 62-65  
Political and Moral  
Choice  
Contemporary Philosophies  
on Human Life  
Psychology, Current  
Issues  
Social Psychology  
Guilt  
Mythology  
The Religions of Man  
SCIENCE, 66  
Advanced Labs in Biology  
Introduction to Electronics  
Molecular Biology  
Human Anatomy

## General Index

Academic Credit, 13  
Academic Requirements, 12  
Academic Standards, 13  
Activities, 16  
Admissions, 9  
Art Gallery, 5, 84  
Arts and Communications Center, 5, 84  
Athletics, 16  
Campus, Map of, 84  
Chamber Music Program, 13, 38-39  
College Counseling, 17  
Daily Schedule, 16  
Discipline, 8  
Dormitory Life, 7  
Drawing Accounts, 12  
Dress, 15  
Encounter Program, 17  
English as a Second Language, 26  
Faculty and Administration, 80-82  
Fees and Expenses, 10, 11, 88  
Financial Aid, 11  
Grades, 12  
Homework, 15  
Library, Oliver Wendell Holmes, 5, 84  
Major Courses, 21-47  
Medical Care, 18  
Minor Courses, 49-66  
Music Courses, Minors, 61  
Music Program, Chamber, 38  
Music, private instruction, 14  
Newspaper, student, 24-25  
OCEANS Program, 45  
Off-Campus Excuses, 15  
Off-Campus Trips & Tours, 17  
Religious Services, 18  
Scholarships, 11  
Students, 69-79  
Studio Art, Intensive, 21  
The Andover Summer Session, 6  
Tuition, 11  
The Winter Session, 19  
Work Program, 15

**Please Return All Application Materials in the Large Envelope Provided in the Back of the Catalog.**

## CHECK LIST FOR COMPLETING YOUR APPLICATION

1. Fill out Application Form 1 completely and attach the \$20.00 application fee. Checks should be made payable to the Trustees of Phillips Academy and should be drawn on a U.S. bank in U.S. funds.
2. Ask your counselor to give you a copy of your latest transcript, including the *most recent* (84-85) grades.
3. Request that your guidance counselor fill out Form 2 and return it to you. Applicant should provide counselor with an envelope so that the form may be confidential.
4. Ask two current teachers to fill out the Teacher Recommendations (Forms 3 and 4) and return them to you. Applicant should provide each teacher with an envelope so that the forms may be confidential.
5. Autobiography: Without help, please write a letter in which you introduce yourself. You might discuss the following: Interests, activities, or experiences that you enjoy or value most, or the people or events that have particularly influenced your outlook and goals. What are your reasons for wishing to attend the Andover Summer Session?
6. Assemble *All* of the above materials **IN THE ENVELOPE PROVIDED**; (use the check list on front of envelope) and return to Andover Summer Session. **AFFIX ADEQUATE POSTAGE FOR THE APPLICATION PACKET.**

## SPECIAL REQUIREMENTS FOR SPECIAL PROGRAMS:

### *Chamber Music Applicants:*

1. Same as above except Form 3 should be given to a music teacher and Form 4 to an academic teacher.
2. Include an audition tape.

### *Symphony Orchestra Minor Applicants:*

Include an audition tape.

### *Intensive Studio Art Applicants:*

1. Same as above except Form 3 should be given to an art teacher and Form to an academic teacher.
2. Include a portfolio.

*The Summer Session, in accordance with Phillips Academy's Policy, admits students of any sex, color, national and ethnic origin.*



for

1

**TO BE FILLED OUT BY APPLICANT AND SIGNED BY PARENT**

(PLEASE PRINT)

1st \_\_\_\_\_

2nd \_\_\_\_\_

3rd \_\_\_\_\_

4th \_\_\_\_\_

8. If you are an Intensive Studio Art applicant, please check here . . . . . ☐

(Please remember that a portfolio must accompany your application.)

Which of the Visual Arts do you wish to emphasize (Ceramics, Painting, Photography, Printmaking, or Sculpture)? \_\_\_\_\_

9. If you are a Chamber Music Student, please check here . . . . . ☐

(Please remember that an audition tape must accompany your application.)

What instrument do you play? \_\_\_\_\_ How many years? \_\_\_\_\_

10. If you are applying for a minor course in "Symphony Orchestra"

What instrument do you play? \_\_\_\_\_ How many years? \_\_\_\_\_

(Please remember that an audition tape must accompany your application.)

11. If you are a foreign student, please fill in the following information for the I-20 form:

Date of birth \_\_\_\_\_ Country of birth \_\_\_\_\_ Country of Nationality \_\_\_\_\_  
Mo/Day/Year

- |  | YES   | NO    |
|--|-------|-------|
| 12. Are you also applying to the 1985-86 regular winter session at Phillips Academy?   | _____ | _____ |
| 13. Do you require financial aid from the Summer Session? Please apply for aid <i>only</i> if it is <i>absolutely necessary</i> . (Aid applicants <b>MUST</b> mail in the pink Application for Financial Aid. Ask for this form immediately if you need one. The deadline for complete scholarship applications is March 1.) | _____ | _____ |
| 14. Do you plan to be a day student (live at home and commute to school)?  | _____ | _____ |
| 15. Do you have any relatives who are graduates, students, former Summer Session students, or employees of Phillips Academy?<br>(If so, give name(s), relationship to you, and relationship to the Academy.)   | _____ | _____ |

16. Signature of parent or guardian \_\_\_\_\_ Date \_\_\_\_\_

Please place this application, together with the rest of the application material, in the envelope provided at the back of the catalogue and return to: Jean McKee

Director of Admissions  
THE ANDOVER SUMMER SESSION  
Phillips Academy  
Andover, MA 01810



## SCHOOL REPORT

for

**The 1985 Andover Summer Session**  
Phillips Academy, Andover, Massachusetts 01810

2

**TO BE FILLED OUT BY YOUR GUIDANCE COUNSELOR AND RETURNED WITH YOUR LATEST TRANSCRIPT. (If your school has no guidance counselor, have this form filled out by a teacher.)**  
**Applicant should provide an envelope for the counselor's convenience. The counselor should seal the envelope, sign across the seal for confidentiality, and return it to the student.**  
(PLEASE PRINT)

Applicant's Name \_\_\_\_\_  
Last First Middle

Applicant's Address \_\_\_\_\_

Guidance Counselor's Name \_\_\_\_\_

Phillips Academy, founded in 1778, is a four-year boarding school of 1180 boys and girls. Its rigorous program is designed for very able students. The Andover Summer Session, an integral part of Phillips Academy, accepts students from all sections of the United States and foreign countries. The academic program requires six to eight hours each day, in class and in preparation. The purpose of the Session is to offer the able student an opportunity to deepen or extend his or her learning in a field in which she or he is competent, not to remedy weaknesses in an area of difficulty. Life in the Summer Session encourages development of self-reliance and is not suited to those who need constant supervision.

Dear Guidance Counselor:

Your early attention is crucial to the applicant's admission to the Andover Summer Session. We would appreciate your greatest dispatch. Applications must be complete before consideration by the Admissions Committee.

Please provide the following information:

1. His or her latest transcript, including the current year's grades. (If semester grades are not available, midterm grades are acceptable.)
2. All recent significant achievement and aptitude test results.
3. If class is sectioned by ability, what section is candidate in? \_\_\_\_\_

We seek to create a pleasant summer community in which faculty and students engage in rigorous and imaginative academic work. Please indicate below your estimate of the applicant's promise of:

a) success in a demanding program?

b) contributing to the community life of the Summer Session?

(Over)

Candidate's Name \_\_\_\_\_

*In relation to others in the candidate's age group whom you have known, please check the appropriate box for each item below, or, please substitute a written statement describing the candidate.*

	Truly Outstanding	Excellent	Good	Fair	Below Average	Poor	Insufficient Evidence
Academic Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Skill and Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Compatibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seriousness of Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed \_\_\_\_\_ Position \_\_\_\_\_

Complete School Address \_\_\_\_\_

School Tel. No. \_\_\_\_\_

Counselors Office No. \_\_\_\_\_  
(if different)

How long have you known applicant; in what relationship? \_\_\_\_\_

Please return to the student in a sealed envelope.

Thank you for your help in completing this form.  
Please make sure that you have signed the envelope across the seal for confidentiality.



## TEACHER RECOMMENDATION

for

**The 1985 Andover Summer Session**  
Phillips Academy, Andover, Massachusetts 01810

3

**TO BE FILLED OUT BY A CURRENT TEACHER (Chamber Music students give to music teacher, and Intensive Studio Art students give to art teacher). All applicants should provide an envelope for the teacher's convenience. The teacher should seal the envelope, sign across the seal for confidentiality, and return it to the student.**

(PLEASE PRINT)

Applicant's Name \_\_\_\_\_  
*Last First Middle*

Teacher's Name \_\_\_\_\_

Phillips Academy, founded in 1778, is a four-year boarding school of 1180 boys and girls. Its rigorous program is designed for very able students. The Andover Summer Session, an integral part of Phillips Academy, accepts students from all sections of the United States and foreign countries. The academic program requires six to eight hours each day, in class and in preparation. The purpose of the Session is to offer the able student an opportunity to deepen or extend his or her learning in a field in which she or he is competent, not to remedy weaknesses in an area of difficulty. Life in the Summer Session encourages development of self-reliance and is not suited to those who need constant supervision.

Dear Teacher:

Your early attention is crucial to the applicant's admission to the Andover Summer Session. We would appreciate your greatest dispatch. Applications must be complete before consideration by the Admissions Committee.

We seek to create a pleasant summer community in which faculty and students engage in rigorous and imaginative academic work. Please indicate below your estimate of the applicant's promise of:

a. success in a demanding program?

b. contributing to the community life of the Summer Session?

(Over)

Candidate's Name \_\_\_\_\_

*In relation to others in the candidate's age group whom you have known, please check the appropriate box for each item below, or, please substitute a written statement describing the candidate.*

	Truly Outstanding	Excellent	Good	Fair	Below Average	Poor	Insufficient Evidence
Academic Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Skill and Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Compatibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seriousness of Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed \_\_\_\_\_ Subject Taught \_\_\_\_\_

Complete School Address \_\_\_\_\_

School Tel. No. \_\_\_\_\_

How long have you known applicant; in what relationship? \_\_\_\_\_

Please return to the student in a sealed envelope.

Thank you for your help in completing this form.  
Please make sure that you have signed the envelope across the seal for confidentiality.



TEACHER RECOMMENDATION

for

**The 1985 Andover Summer Session**  
Phillips Academy, Andover, Massachusetts 01810

4

**TO BE FILLED OUT BY A CURRENT TEACHER. All applicants should provide an envelope for the teacher's convenience. The teacher should seal the envelope, sign across the seal for confidentiality, and return it to the student.**

(PLEASE PRINT)

Applicant's Name \_\_\_\_\_  
*Last First Middle*

Teacher's Name \_\_\_\_\_

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b. contributing to the community life of the Summer Session?

(Over)

Candidate's Name \_\_\_\_\_

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Academic Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Skill and Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Compatibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seriousness of Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed \_\_\_\_\_ Subject Taught \_\_\_\_\_

Complete School Address \_\_\_\_\_

\_\_\_\_\_ School Tel. No. \_\_\_\_\_

How long have you known applicant; in what relationship? \_\_\_\_\_

Please return to the student in a sealed envelope.

Thank you for your help in completing this form.  
Please make sure that you have signed the envelope across the seal for confidentiality.



AFFIX  
PROPER  
POSTAGE

To: Jean McKee  
Director of Admissions  
The Andover Summer Session  
Phillips Academy  
Andover, MA 01810

ENCLOSURES:

- ☐ Form 1 Application
- ☐ Application Fee
- ☐ Form 2 Counselor Recommendation
- ☐ Current Transcript
- ☐ Form 3 Teacher Recommendation
- ☐ Form 4 Teacher Recommendation
- ☐ Autobiography

SPECIAL PROGRAM APPLICANTS:

Music Audition Tape/Art Portfolio  
MUST be mailed *concurrently* under *separate* cover.





Design, Ann Parks  
Photography, Jeffrey Thompson  
Printed by Davis Press, Inc.

PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS 01810

